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ABSTRACT

This pilot study of facilities from which the Texas Department of Human Services (TDHS) purchased day care services gathered and analyzed data for use in developing day care service control standards by means of which the quality of purchased day care services could be systematically assessed. Random samples were selected from contract centers, broker centers, provider agreement centers, group day homes, provider agreement family day homes, contract family day homes, and broker family day homes. Although the TDHS had purchase arrangements with 1,220 facilities, actual samples included 507 centers, 6 group day homes, and 199 family day homes. Data included about 220 discrete items for family day homes and 500 discrete items for centers and group day homes. Questions asked were: (1) What are the operational characteristics of the facility? (2) How do facilities perform on generally accepted indicators of quality that have been written into service control standards? (3) By specified ages of children, how do centers and group day homes perform on measures of group size, daily activities, and physical environment? and (4) How does performance on measures of quality relate to the facility type, size, and purchase type? The report provides an introduction, background, review of literature, discussion of methodology, findings, summary, discussion, and implications. Over 200 tables of data, measures, and other information are appended. About 100 references are cited. (Author/RH)

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EVALUATION OF PURCHASED DAY CARE

TEXAS DEPARTMENT OF HUMAN SERVICES

DAY CARE SERVICE CONTROL PILOT STUDY

1989

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1985 through 1989

DAY CARE SERVICE CONTROL PILOT STUDY

TABLE OF CONTENTS

Page

Executive Summary 7

Chapter

I. Introduction and Background 11
  - Importance of the Study 11
  - Purpose 12
  - Summary 14

II. Review of Literature 15
  - Licensing Compliance 16
  - Qualities of Child Care Staff 17
  - Group Size 17
  - Caregiver-Child Interaction 18
  - Daily Activities 20
  - Physical Environment and Play Materials 21
  - Health and Safety 24
  - Nutrition and Meal Service 24
  - Parent Involvement 25
  - Summary 26

III. Methodology 27
  - Sampling 27
  - Instruments 28
  - Data Collectors 28
  - Training Data Collectors 29
  - Data Collection 30
  - Data Analysis 31
  - Summary 33

Page

IV. Findings for Centers and Group Day Homes 35

Description of Day Care Center and Group Day Home Sizes. 35

Distribution by Purchase Type 36

Facilities by Purchase Type and Region 36

Facility Size 37

Enrollment 37

Rates 39

Ages Served 39

Caregroups and Caregivers 40

Licensing Compliance 40

Staff Education 41

Years of Experience (Staff) 43

Staff Orientation 43

Orientation of Volunteers and Substitutes 44

Staff Training 44

Group Size 46

Child/Caregiver Ratios 48

Caregiver Physical Capabilities 48

Balanced Activity Dimensions 49

Developmental Activities 51

Caregiver/Child Interaction 55

Physical Environment 57

Health and Safety 64

Nutrition and Mealtime 66

Parental Involvement 67

Missing Documentation in Centers and Group Day Homes 71

Page

Data Collection Time 72

V. Family Day Home Findings 73

Capacity 74

Enrollment 74

Ages served 75

Rates 76

Licensing Compliance 76

Caregivers per Family Day Home 77

Caregiver Requirements 77

Supervisor Requirements 78

Caregiver Training 79

Group Size 80

Caregiver Physical Capabilities 81

Activity Dimensions 82

Developmental Activities 83

Caregiver/Child Interaction 86

Physical Environment 87

Health and Safety 88

Nutrition and Mealtime 90

Parental Involvement 90

Data Collection Time 91

V. Summary, Discussion and Implications 93

Operational Characteristics of the Facilities 93

  Facility Type and Purchase Arrangement 93

  Capacity and Enrollment 93

  Caregroups and Caregivers 98

Page

Children's Ages 98

Other Characteristics 99

Performance on Quality Measures 99

Licensing Compliance 101

Staff Qualifications 101

Caregiver Physical Characteristics 103

Training 103

Careagiver-Child Interaction 108

Health and Safety 109

Nutrition and Mealtime 110

Parental Involvement 111

Center and Group Day Home Performance in Relation to Children's Ages on Group Sizes, Activities, and Physical Environment 115

Age 0- Through 11-Months-Old 115

Age 12- Through 17-Months-Old 115

Age 18- Through 35-Months-Old 116

Overview of Age 0- through 35-Month Old Care 117

Age 3- Through 5-Years-Old 117

Age 6-Years-Old and Older 119

Group Size Summary 119

Activities Summary 121

Physical Environment Summary 123

Performance in Relation to Facility Size 124

Performance by Purchase Type 126

Summary 129

Glossary 131

Page

Appendices 134

I. Statistical Analyses of Centers and Group Homes, Tables 1 through 217 137

II. Statistical Analyses of Family Day Homes, Tables 1 through 23 293

III. Data Collection Instruments 315

Facility Data Collection Instrument, Day Care Centers and Group Day Homes 315

Facilty Data Collection Instrument, Family Day Homes 333

IV. Description of Proposed Service Control System Including Day Care Provider Service Delivery Standards 349

V. Agenda for Data Collector Training 365

VI. Other Pertinent Information 367

Child Development Specialist III Description 367

Pre-processing Instructions for Centers and Group Day Homes 371

Test Sample, Weighted and Unweighted Data 377

Day Care Sample Size Explanation 381

Map of Texas Department of Human Services 383

References 385

EXECUTIVE SUMMARY
DAY CARE SERVICE CONTROL PILOT STUDY

The performance of day care facilities on measures related to the proposed day care service control standards was the focus of this study. The subjects of the study were the facilities from which TDHS purchases day care services. Random samples were selected from each of the following types of facilities: Contract centers, broker centers, provider agreement centers, group day homes, provider agreement family day homes, contract family day homes and broker family day homes. TDHS had purchase arrangements with 1220 facilities and the actual samples (observations reported) included 507 centers, 6 group day homes and 199 family day homes. Data collection, which began in August 1985 and ended in March 1986, included approximately 220 discrete items for family day homes and 500 discrete items for centers and group day homes. This summary highlights some of the findings that are most relevant to revising and implementing day care service control.

Capacity and Enrollment. The centers had the combined capacity of 47,851 children with 35,043 children enrolled. Of those enrolled, 10,286 (29.4%) were Title XX children. The family day homes had the combined capacity of 1131 children with 899 enrolled. Of those enrolled, 739 (79.5%) were Title XX children. The total capacity of the group day homes was only 78 children with 69 children enrolled, 34 (49.3%) of whom were Title XX children.

Nearly three-fourths (73.6%) of the Title XX children were enrolled in contract day care centers. Larger numbers of Title XX children were enrolled in either broker or provider agreement centers than in all the family day homes combined. This distribution of Title XX children indicates that establishing appropriate service control standards for centers, especially for contract centers, has the greatest potential for influencing the quality of care received by children for whom TDHS purchases care.

Group day homes serve such a small percentage of the Title XX children that it is not expedient to develop a separate set of service control standards for them. The findings of this study imply that group day home operations are very different from those of centers, thus making group day homes subject to the same the standards and measures as family day homes seems a better plan.

Licensing Compliance. According to the licensing records, 86.5% of the centers and group day homes and 99.99% of the family day homes were in compliance with all licensing standards at the time of the data collector's visit.

Caregiver Qualifications. For all centers and group day homes, one-fourth (25.7%) of the caregivers and supervisors had at least six semester credit hours of early childhood or child development. This is very minimal qualification and persons qualifying were not evenly distributed across all centers. Of the 513 centers and group day homes, 383 had at least one caregiver who met the criterion and one-fourth of the caregivers met it in 225 of these facilities. Contract centers had the highest percentage (37.36%) of the caregivers meeting or exceeding this criterion. The measure for family day homes caregivers was mainly the ability to read and write and 96% of them were able to do so.

Orientation and Training. Some sort of orientation for new caregivers was occurring at 97.9% of the centers and group day homes, but over 30% needed to expand their orientations so that no critical area is omitted. An average of 9.8 hours of training was received by center and group day home caregivers during their first six months on the job. Caregivers with at least one year of tenure in centers and group day homes recieved an average of 20.36 hours of training during the previous year. With the exception of broker centers and some group homes, the averages exceeded the 18 hours specified in the standard. Among the independent family day homes, 76.9% participated in training that met the standards.

Orientation and training are very important, since caregivers were found to have limited education and experience and the average annual turnover rate is 36% for caregivers in the United States (The Child-Care Dilemma, 1987). Caregiver's education and training in early childhood development is one of the factors most closely associated with the quality of the experiences caregivers offer children and with children attaining optimal growth and development (Smith, 1979). Some system of training and incentives is needed to improve the education of caregivers. Possibly, TDHS could follow Head Start's lead in supporting caregivers in their attainment of the Child Development Associate Credential (CDA).

Caregiver Physical Capabilities.The high percentage of compliance on the measures of caregivers physical capabilities implies that this standard is probably unnecessary. Over 99% of the caregivers in centers and group day homes and 97% of the caregivers in family day homes were able to do each of the tasks specified.

Caregiver/Child Interaction. Caregivers' management of transitions from one activity to another was a problem in both centers and family day homes. Caregivers were in noncompliance in only 34.5% of the centers and group day homes and 24.7% of the family day homes.

Age 0- Through 35-Months-Old. In a large portion of the center-based caregroups, the group sizes, balance of activity dimensions, developmental activities and physical environment did not support the needs of children 0- through 35-months-old. Twenty to twenty-five percent of the caregroups were larger than the sizes in the service control standard. Small groups are important to the infants bonding with their caregiver, children attaining their potential, and the control of infectious disease.

According to Denny, Collier, and Henderson (1986), the incidence of respiratory diseases peak among day care children during this age span, but is lower in situations with four to six children (service control standard allowed 10 and 14 children).

For infants 0- through 11-months-old, 15% of the centers did not have space for infants to crawl, practice walking, etc. and at least one type of material or equipment was lacking in over 25% of the caregroups. Other examples of deficits were that a fifth of the caregroups did not offer infants activities to enhance their cognitive skills and 10% failed to offer any physical development activities.

Caregroups for children 12- through 17-months-old were the most lacking in developmental stimulation. For example, during an age when the basic language skills are acquired 9.5% of the caregroups lacked communication skill activities and 18.5% lacked cognitive skill activities. The absence of appropriate learning materials for this age group was astounding. Only 48.7% of the care groups offered dramatic play, one of the most important and natural activities for children of this age. Large muscle activity is the major occupation for this age, but only 79.9% of the groups had materials to support such activity. From one-fourth to one-half of the caregroups were lacking materials and equipment for music, art, nature/science, blocks, stories, language, etc.

For children 18- through 35-months-old, approximately 15% of the caregroups did not offer self-directed or individual activities. With the exception physical development and health/safety, over one-tenth of the caregroups were lacking each type of developmental activity. Twenty to thirty percent of the caregroups were lacking materials and equipment for art, music, nature/science, blocks, and dramatic play. Over 10% were even lacking materials and equipment for large muscle activities.

That any caregroups for this age lacked large muscle activities, dramatic play, or story/language/communication activities is alarming. Some expense may be involved for facilities having insuffïcent amounts or varieties of supplies and equipment. In addition, there are caregivers and supervisors who must learning to schedule appropriate activities.

TDHS subsidizes day care for a population of children at risk of developmental delays. The onset of developmental delays most often occurs in the period before the child is 3-years-old (White, 1975). Thus, improvement of the group sizes, activities and learning environment for children of this age is essential.

Physical Environment. Not only were various types of developmentally appropriate materials and equipment lacking, but equipment was clean, complete and in good repair in only 70% of the centers and group day homes. The findings on developmental activities imply that caregivers are doing a good job of improvising activities, but the amount, variety and condition of materials and equipment must be upgraded for all ages. While not as costly as other budget items such as staff, rent, utilities and food, improvements will require funds to buy materials and equipment. Even with very skilled caregivers, adequate developmental activities for children can not occur without adequate materials and equipment.

Parent Involvement. On measures of parent involvement, parents were invited to participate in some manner (open invitations, parent meetings, etc.) in 97.1% of the centers and group day homes, and 83.2% had a method to communicate with parents having limited ability to understand English. In family day homes, parents were invited by 89.4% of th homes to participate in their delivery of child care.

Center Size and Purchase Type. Center size was not consistently related to compliance with the measures for the service control standards, but the purchase type for centers was related. While broker centers ranked best on annual licensing compliance, they tended to rank lowest on all other items. Contract centers tended to rank highest and clearly excelled regarding staffing requirements, training, and materials and equipment. Provider agreement centers generally held the middle position relative to the standards, but tended to rank highest on developmental activities, health and safety, and parent involvement.

For family day homes, there were small variations in compliance by purchase type, but provider agreement homes tended toward slightly higher percentages of compliance than broker and contract homes.

Summary. Overall, less than 90% of the facilities were in compliance on a large number of the measures contained in the Day Care Provider Service Delivery Standards. These standards and their measures relate to elements of child care settings which the literature (including scientific studies) clearly defines as essential to children's growth and development. The importance of the elements coupled with the poor performance of many facilities strongly implies that the service control standards and system are needed. One strategy for dealing with the facilities which do not meet the standards is to specify incremental levels that facilities must achieve each year they retain a purchase arrangement with TDHS until a set level is achieved.

The most striking findings of this study were (1) the diversity of the operation and performance, (2) the great need to improve the services provided to children 0- through 35-months-old, and (3) the limited education/experience levels of the caregivers. The findings reassure us that some children are receiving very good care while raising deep concern about the care others receive.

INTRODUCTION AND BACKGROUND

The Texas Department of Human Services (TDHS) subsidizes day care to prevent abuse and neglect of children and, for low-income families, to allow children's parents to participate in work, training or job seeking. The day care offers children care and supervision outside their home on a part-day or full-day basis in accordance with family needs. This care is provided in family day homes, group day homes, and centers which comply with appropriate licensing requirements and which offer children growth opportunities related to their physical, social, emotional and mental functioning.

Importance of the Study

In state fiscal year 1986, TDHS served over 38,900 children (unduplicated count) at a rate of 13,510 to 14,925 full-time-equivalent enrollments per month (TDHS, 1987). On five or more days per week, the majority of these children spent 10 to 11 of their 15 to 16 waking hours in a day care facility. The length of time children remain enrolled varies with some children dropping out after a few days and others remaining for two years or longer. Based on contact hours alone, day care has a great potential for impact on enrolled children and their families.

The children served by TDHS day care are either referred by child protective services or are from very low income families (AFDC recipients, Food Stamp recipients and others with low incomes). Because of these characteristics, the children are either developmentally delayed or at risk of delays in physical, social and intellectual development that lead to school failure, delinquency, and other undesirable outcomes (Comptroller General, 1979; Lazar and Darlington, 1979). Developmentally appropriate day care has the potential to ameliorate these delays. Belsky and Steinberg (1978) reported that in their research day care appears to "attenuate declines in test scores typically associated with high-risk populations after 18 months of age." This conclusion is further supported by the research and evaluation findings of a number of early childhood programs (Westinghouse Learning Corporation and Ohio University, 1969; Gray and Klaus, 1970; Bronfenbrenner, 1974; Ryan, 1974; Gordon, 1975; Mann, Harrell, and Hurt, 1976; Belsky and Steinberg, 1974; Lazar, Hubbell, Murray, Rosche, and Royce, 1977; Lazar and Darlington, 1979; Schweinhart, 1985).

Improvement of the management and quality of its programs has been a concern of TDHS for many years. With the adoption of the plan developed by the consulting firm of Cresap, McCormick and Paget (CMP) in 1977, TDHS began implementing service control on a program by program basis (TDHR, 1983). After a number of delays, the Office of Programs stipulated that child day care services would begin the development of a service control system by January 1983.

One option that TDHS has regarding purchased day care service control standards is to accept the minimum standards that have been promulgated by the Licensing Branch as a sufficient description and measures of program quality. TDHS does not enter into a purchase arrangement with a day care facilty unless it has appropriate documentation of its legal status relative to licensing. Unless exempt (state facilities, etc.), this documentation is a license for centers and group homes and a registration for family homes. The problem regarding accepting minimum standards as the description and measures of program quality is that minimum standards are just what the label indicates, minimum. Minimum standards are intended to balance children's rights to protection against a business' right to operate. They establish basic protection for children in the areas of health and safety, but contain few requirements regarding the program or curriculum contents aimed at meeting children's developmental needs. Hence, a facility's compliance with the minimum standards may not necessarily imply a high quality performance.

In addition to the basic concern about the quality or appropriateness of the programs offered to children, TDHS is also concerned that the outcomes be in keeping with the cost of the service. On the average, the cost of purchased day care services was $9.81 per child per day in fiscal year 1986 (TDHS, 1987). At this rate, if a child remains in day care for a year, the cost is over $2500.00. With the high cost of day care services, it is important to ensure that the services can indeed provide positive developmental impact on the children.

Purpose

With all the above concerns, it becomes clear that there is a need to establish day care service control standards so that the quality of purchased day care services can be assessed.

In February 1983, a task force composed of TDHS state office and regional child development and contract staff was set up to develop day care service control standards and a system for monitoring them. Each region was given the opportunity to have at least one representative on the task force. An advisor was also provided by Program Review and Evaluation Division. The members of the task force represented many years and wide variety of experiences. They reviewed day care and child development literature to identify elements that positively or negatively impact children's development and learning. Other TDHS staff and contracted day care providers were also consulted.

A draft of the day care service control standards and a proposed system for implementation were produced by the task force and submitted to Family Self-Support administrators and the Regional Directors of Family Self-Support for review. Changes were made to incorporate their recommendations. The standards and the system design were also reviewed by the Family Self-Support Advisory Council, its Day Care Task Force, and the

Service Control Steering Committee.

The reviews raised many questions and comments with a division of opinions among the reviewers. To establish some factual bases, the Day Care Task Force, the Family Self-Support Advisory Council and several regions recommended conducting a pilot to study the operational status of providers' programs relative to the areas and measures included in the standards.

Based on the advisors' recommendations, the day care service control pilot gathers information about day care centers, group day homes and family day homes. The specific information being gathered includes operational characteristics and facility performance on measures of program quality. The measures of program are related to the proposed service control standards, Day Care Provider Service Delivery Standards (Appendix IV). The questions to be answered are:

1. What are the operational characteristics of the facility?
    a. Regulatory description (facility type) -- day care center, group day home, or family home.
    b. Purchase arrangement -- contract, broker, or provider agreement.
    c. Licensed or registered capacity of centers.
    d. Enrollment -- total, and Title XX.
    e. Blended unit rate.
    f. Number of caregivers.
    g. Ages of the children served.
2. How do the facilities perform on generally accepted indicators of quality contained in the service control standards?
    a. Record of compliance with state licensing requirements.
    b. Staff requirements (education and experience).
    c. Staff training and orientation.
    d. Group size.
    e. Physical capabilities of caregivers.
    f. Daily activities.
    g. Caregiver/child interaction.

    h. Physical environment.

    i. Health and safety.

    j. Nutrition and meal service.

    k. Parental involvement.

3. By specified ages of children, how do centers and group day homes perform on measure of group size, daily activities, and physical environment?

4. How does performance on the measures of quality relate to the facility type, size, and purchase type?

The opinions regarding the appropriateness of the drafted service control standards vary among the reviewers. Some claim that the standards are too stringent while others claim they are too lenient. Some feel the standards could be easily met by all providers, while others insist that certain types of providers and sizes of centers may be unable to meet them. Some reviewers insist that the providers could only meet a portion of the measures for each standard. However, in establishing the study design and instruments, the designers of the day care service control pilot take the position that all providers can meet at least some portion of the measures for each standard.

Summary

Purchased child day care is a large and costly program with the potential to make significant impact on thousands of children and families each year. High quality day care has been found to result in significant positive long-term outcomes for the children who receive it. Hence, it is important that the day care service control address the elements of quality that relate to these outcomes. However, TDHS does not wish to create unfair hardships or costs for the providers. The day care service control pilot study attempts to gather and analyze data which can serve as a base for a workable set of standards and service control system.

REVIEW OF LITERATURE

In reviewing numerous resources on child care services, a number of characteristics present in day care seem to correlate with children's development of competencies (self-actualizations). These characteristics have been described in programs developed by Beller, Deutsch, Gordon, Gray, Karnes, Miller, Levenstein, Palmer, Weikart, Woolman and Zigler (Herzog, Newcomb, and Cisin, 1974; Lazar, Hubbell, Murray, Rousche, and Royce, 1977), and the National Day Care Study (Ruopp, Travers, Glantz and Coelen, 1979). In their accreditation criteria (1984) and Developmentally Appropriate Practice in Early Childhood Programs (1986), the National Association for the Education of Young Children (NAEYC) offers child development or early childhood education professionals a description of the essential characteristics. Recently, Wittmer (1987) summarized the characteristics of model child care programs for poverty children as:

1. Highly trained and well-qualified staff, including staff with training in special education, infant and toddler development, and the special skills required for work with abused and/or neglected children;

2. A program responsive to the individual child's needs and includes both a high level of positive adult-child interaction and communication and the availability of a range of interesting play materials which are developmentally appropriate;

3. Small group sizes and low child-teacher ratios;

4. Many opportunities for preservice and in-service training of staff;

5. A method for assessing a child's need for special services;

6. Parent education, including home visits, parent meetings and parent involvement in the classrooms;

7. Support services such as health services (including medical and dental services), social workers, counselors for various problems and sophisticated mental health referrals.

The above elements are among those commonly found in successful programs. The standards developed for the day care service control pilot relate to some but not all of the above elements. The remainder of this chapter describes research findings related to the elements contained in the service control standards.

Licensing Compliance

As a condition for legal operation, all states have laws which stipulate that certain day care facilities must comply with minimum standards promulgated by the state's designated licensing agency (Johnson, 1978). In Texas, compliance with applicable licensing standards is mandated by Chapter 42 of the Human Resources Code. The law defines the types of child care facilities and how they are regulated (TDHR, 1985). Minimum standards and enforcement rules are developed by TDHS with public input and in accordance with the Human Resources Code (TDHS, 1986).

In Texas, centers and group homes are licensed and family homes are registered. Registration is a self-certifying process in which a family home operator receives copies of the minimum standards, reviews them and certifies that they are met. The home is then placed on a list of registered homes (TDHR, 1982). Obtaining a license is a more complex process involving on-site visits to applicants, health and fire inspections, the issuance of a provisional license for the first six months of operation and finally issuance of a biennial license (TDHS, 1986). On-site visits are made at least annually (more frequently if substantial noncompliances are noted) throughout the time a facility is licensed (TDHS, 1986). From 1975 through 1985, including the first part of the data collection period for this study, a child placing agency--day care only license existed. Family homes associated with these child placing agencies were certified rather than licensed or registered by TDHS (TDHR, 1980). Some facilities, such as those operated by state agencies, are exempt from TDHS regulation. If, as a condition for funding, exempt agencies need to be evaluated for license compliance, TDHS will evaluate the compliance and give them a written report or letter confirming this evaluation (TDHS, 1986).

During on-site monitoring, licensing representatives use a checklist to evaluate compliance/noncompliance with the applicable minimum standards (TDHS, 1986). If noncompliance is found, it may result in the provider receiving "due notice", "corrective action" or "adverse action". Due notice stipulates that a noncompliance must be corrected within specificied time limits and is given for a single serious noncompliance or several noncompliances that jointly create a situation that endangers children, or repetition or pattern of noncompliances during a licensing period. Corrective actions include conditions (e.g. restrictions on the license, persons on staff, etc.), probation, suspension, or corrective denial. Adverse actions include denial and revocation of a license. It is not uncommon to find noncompliance with a few standards in most facilities including those providing DHS purchased services. However, nearly all of these facilities will meet the conditions stipulated by the licensing representative. A few facilities will continue to provide TDHS purchased care although they did not meet the stipulated conditions and probation is the action most likely to be taken against them by licensing.

Qualities of Child Care Staff

Caregivers who are educated and trained in child care tend to deliver quality child care which promotes optimal growth and development of the children in their care (Smith, 1979). According to the National Day Care Study, caregivers with child-related education spent more time in social interaction with children. As a result, the children in their care tended to be more involved in tasks and activities than the children who received less adult social interaction (Ruopp et al, 1979). The group of children cared for by caregivers with child-related education also scored greater gains on the Preschool Inventory (PSI). Thus, the National Day Care Study identified only child-related education as a reliable indicator of caregiver competency. According to Smith's (1979) summary of the study "Neither total years of day-care experience, nor total years of formal education, nor degrees or certification unrelated to child care were systematically associated with caregiver or child behavior or child test score gains".

A training related factor that seems to affect the quality of teaching or caregiving is the inclusion of pre-service (including orientation) and in-service training for teachers and caregivers. Even when professional teachers with early childhood related degrees were used, programs which benefited children were found to include these elements (Lazar et al, 1977). New staff need orientation and good in-service as a part of career development (Ruopp et al, 1973).

Caregivers in Texas' day care facilities need training. They frequently have limited education and have not been exposed to child-related education before they become employed in day care. According to Coelen et al (1979), the average years of education for a Texas caregiver is 12.7. A 1981 study of Title XX day-care centers found that only 18 percent of the caregivers had child-related credentials (US-DHHS, 1981). The later study recognized Associate degrees in child-related fields and the competency-based Child Development Associate Credential as appropriate credentials.

Group Size

In the National Day Care Study (Smith, 1979), group size showed a strong and consistent relationship to measures of child care quality. It was only slightly related to costs. Smaller groups were consistently correlated with better care, more socially active children and higher gains on developmental tests.

In a comparison of small groups (14 to 16 children) to large groups (24 to 28 children), Ruopp et al (1979) found that children in smaller groups:

- show less hostility,
- enter fewer conflicts,

- involve themselves more continuously in tasks and activities,

- cooperate more, and

- show more verbal initiative and reflective or innovative behavior.

Attachment to their caregiver is an important factor in children achieving their optimal growth. Attachment is aided by small groups and continuous care by the same caregiver (Maier, 1982).

The nationwide norms for group sizes found by the National Day Care Study were 10 to 12 children for infants and toddlers, 15 to 18 children for preschool and 18 to 25 children for school age (Coelen et al, 1979). These findings imply that many caregivers and administrators of day care programs recognize that large groups are not desirable.

Caregiver-child Interaction

Various factors in caregiver-child interaction can affect different areas of children's development. Research indicates that caregiver-child interaction is reciprocal, and each causes a cyclical effect on the other. According to Dittman (1979), capable caregivers are guided by children's interests and behaviors. Children's smiles, talking and reaching out to people, and attending to objects tends to be self-reinforcing and self-perpetuating if the caregiver has the energy, sensitivity and leisure to respond (Stone et al, 1973). In a position statement on teaching young children, NAEYC describes the role of a teacher (caregiver) as follows (1986):

> How young children learn should determine how teachers of young children teach. ...They prepare the environment so that it provides stimulating, challenging materials and activities for children. Then, teachers closely observe to see what children understand and pose additional challenges to push their thinking further.

The above insights clearly indicate that the caregiver and the child are capable of leading each other in the arena of social interaction.

Verbal interactions with children are found to have positive effects on their emotional adjustments as well as their language development. "The total maladjustment score of children in centers with little adult-child interaction but good facilities were higher than those in centers with poorer overall quality but good language environments" (McCartney, Scarr, Phillips, Grajek and Schwartz, 1982). In his research, Stern (1977) characterized effective caregivers as those who were lovingly involved with their children. This included high levels of visual, vocal, and play involvement. A caring tone of voice and the establishing of eye contact were also identified with effective mothering (Stone et al, 1973).

According to White and Watts (1973), caregivers of well-developing infants:

- talked to the children a great deal at a level the children could handle.
- explained and demonstrated things at the children's instigation, and
- organized the environment and provided enrichment materials appropriate to the children's age.

In a survey of adult-child interaction conducted in Pennsylvania, Fiene and Nixon (1981) found that observable predictors of caregiver competency included:

- Speaking unsolicited to the child.
- Using the child's own dialect.
- Responding verbally to a child's speech.
- Speaking slowly and clearly to the child at all times.

Besides language development, the responsiveness of the caregiver also affects the emotional and cognitive development of young children (Klaus and Kendall, 1976). Appropriate responses to children's signals increase children's concepts of their own effectiveness thus leading to increased exploration and mastery of the environment (Beckwith, 1976).

Self-concept, social skills, creative ability, physical development and communication skills all effect the development of cognitive skills (Maw, 1970; Torrance, 1970; Cazden, 1970; Lee, 1976; Kohn, 1977; Cawley, 1978; Zigler and Trickett, 1978; Comptroller General, 1979).

Children grow intellectually by internalizing information based on experiences and modifying this information to accommodate new information. Brofenbrenner (1979) and Piaget (1962) indicate that the opportunity for children to attempt progressively more difficult tasks and to practice the skills until they are mastered are critical ingredients in their cognitive development.

Children's self-esteem is rooted in their own ability to handle situations competently (White, 1975). Children need to learn to make choices with responsibility. This involves the assumption of responsibility as a gradual and continual learning process (Veach, 1977). Caregivers should structure the environment so that children can direct their own behavior and learn to live with the consequences of their actions (Osborne and Osborne, 1981).

In regard to altruism, children exposed to an altruistic, sharing model displayed significantly more altruism than subjects not exposed to the model (Hartup, 1975). Children who had some reason to regard caregivers as dangerous were more likely than other children to assault and harass the caregivers (George and Main 1979). According to Smith (1983), kindness is made possible by a belief in our own significance.

Caregivers who are observant and interact with children foster a trusting relationship (Bell and Ainsworth, 1972; Beckwith, 1976). Sharing, negotiating, understanding another's viewpoint, and doing good deeds are learned processes.

In summary, there are a variety of actions that caregivers can take that help children interact with peers and adults (Harris et al, 1975; Hendrick, 1975). These actions include:

- Respecting the child's right to use something he had first until he finishes so he can share more easily.
- Providing puppets, role play, and other dramatic play which helps develop empathy.
- Suggesting activities which are helpful to others and recognizing the good deeds to show the child that it feels good to help.
- Modeling cooperative behavior and suggesting possible compromises when struggles occur so that children can learn and value these traits.
- Facilitating and reinforcing interaction and play among children so they can learn the pleasure of friendship.
- Helping children understand the viewpoints of their peers through reference to their own experiences.

Daily Activities

Children learn by doing. According to NAEYC (1986), "Children acquire knowledge about the physical and social worlds in which they live through playful interaction with objects and people. Children do not need to be forced to learn; they are motivated by their own desire to make sense of their world."

The need for both indoor and outdoor experiences has been generally accepted as a desirable and necessary practice for years. Licensing standards in all states require some provision for outdoor activities (Johnson, 1978; TDHS, 1985). In general, it is easier to accommodate high mobility, messy and noisy activities on playgrounds than it is indoors. According to Lady Allen of Hurtwood (1965), an international authority on children's play, "Small children, especially the under-sixes, need space and air and freedom, where they can test their limbs and develop their strengths, and where they can meet and make friends with children of their own age."

Children need a balance of simple and complex, soft and hard, open and closed, intrusive and seclusive, and high and low mobility materials and activities to respond to in their environment (Jones, 1977; Jones and Prescott, 1978). These elements are interactive and can be combined in one material or activity. For example, working a puzzle might be classified as simple (one obvious use), hard (made of wood), closed (only one appropriate outcome), seclusive (a solitary activity) and low mobility. As another example, scarf dancing might be simple, soft, open (wide choice of movement and use of scarf), intrusive (group activity, caregiver directed), and high mobility.

In its center accreditation criteria (NAEYC, 1984) the National Academy of Early Childhood Programs requires that the daily schedule be planned to provide a balance of activities on the dimensions listed below. The Academy also requires written daily plan which provides for alternating activities on these dimensions:

a. indoor/outdoor

b. quiet/active

c. individual/small group/large group

d. large muscle/small muscle

e. child initiated/staff initiated.

Children's physical development occurs rapidly. Because of this rapid development, they need daily outdoor experiences "to practice large muscle skills, learn about outdoor environments, and experience freedom not always possible indoors. Outdoor time is an intregral part of the curriculum..." (NAEYC, 1986). Outdoor environments stimulate more functional play than indoor environments. It is the repetitive muscle practice of functional play that is so valuable in developing motor skills (Henniger, 1980). In addition, given good weather, outdoor environments can support all program and curriculum elements or dimensions (Jones and Prescott, 1978; Frost and Klein, 1979).

Physical Environment and Play Materials

The physical environment of child care affects the behavior and development of both the children and adults in it. According to the National Association for the Education of Young Children (1984), "The quality of the physical space and materials provided affects the level of involvement of the children and the quality of interaction between adults and children." In their center accreditation program, they evaluate the amount, arrangement, and use of space, both indoors and outdoors.

The characteristics of the physical environment strongly affect the amount and type of play in which children engage (Parten, 1933; Hendrickson, Tremblay, Strain and Shorey, 1981). In order to play, children need space, equipment and materials. The amount, variety and creativity of children's play are influenced by the types and amounts of these elements available (Parten, 1933; Kritchevsky et al, 1969; Fein and Clark-Stewart, 1973; Smith, 1974; Moore, 1974; Garvey, 1978; Frost and Klein, 1979). Play influences all aspects of children's development including social, cultural, affective, cognitive, language, and physical skills and abilities (Fein and Clark-Stewart, 1973; Moore, 1974; Butler et al, 1978; Frost and Klein, 1979; Pellegrini, 1979; Robins and Yahraes, 1980). In the center accreditation criteria NAEYC (1984) requires "Age-appropriate materials and equipment of sufficient quantity, variety and durability [be] readily accessible to children."

Blocks are simple materials and can take on whatever characteristics a child can imagine. They not only help children develop coordination and a sense of size, shape and number relationships, they also encourage dramatic play and language (Cartwright, 1974; Hirsch, 1974; Reifel, 1983).

Dramatic play allows children to take on the roles of others. In this way, they can test their perception of another's role which involves the practice of language skills and facilitates social communication (Piaget, 1962; Flavell, 1967). Imitation is one way in which children accommodate what they have learned, integrating new information with the information they already have (Piaget, 1962).

Manipulative activities involve the integration and coordination of small muscles, especially those of the eyes and hands which are necessary to perceptual-motor development (Frost and Klein, 1979). For many years, manipulative activities have been recognized as preparation for later learning activities such as reading, writing and math (Read, 1955).

Stories and language are integral to chidren's development (Cazden, 1970; Brown and Bellugi-Klima, 1971; Cawley, 1978). Stories, especially language experience stories dictated by children, demonstrate the left-to-right and top-to-bottom orientation, the establishing of words by boundaries of space, and other common elements of written English.

The development of motor skills contributes to the children's social success, self-discovery and feelings of self-adequacy (McClinton and Meier, 1978; Malina, 1982). Large muscle activities are essential to the overall development of motor skills. Young children experiment with a variety of motor skills and fundamental motor are ordinarily developed by the time the child is six- or seven-years-old (Malina, 1982).

Poor motor maturation has been found to correlate with antisocial behavior when boys become teenagers (Robins and Yahraes, 1979). The results of lack of physical activity include the inability to perform simple fitness measures, postural defects, obesity and increased use of medication for emotional problems (Brown, 1980).

In addition to providing space and material for children to develop motor skills and coordination, child care facilities should also provide a variety of art, music and science activities. According to NAEYC (1986), "Children [should] have daily opportunities for aesthetic expression and appreciation through art and music."

Music has physical, mental, emotional and spiritual qualities and should be our constant companion (Buttolph, 1968). Music can be used in all aspects of children's programs, including field trip rides, clean-up times, language, math and group times, to convert the dull moments to interesting ones. Music encourages play and can enhance children's creativity and problem-solving ability (Hitz, 1986). It is pleasant and, depending on the loudness and tempo, it can be either soothing or stimulating to children. Music can aid auditory perception, language development, social interaction, creativity, sequencing and following directions (Palmer, 1984).

For children, art is both beneficial and creative. According to Klein (1982), it is a favorite acitivity of children and art allows them to:

- have actual power (They can choose an art problem to work on, select the means to accomplish it, set the criteria for successful completion, and pace the progress.);

- act on norms legitimate in their own eyes;

- engage in meaningful behavior; and

- participate in self-actualizing behavior.

Children's art involves experimenting, discovery, physical movement, and self-expression. It progresses from lines that children scarcely notice to something for which they have warm empathic feeling and, at later stages, may name (Biber, 1970). To children, the process is often more important than the product. Art media, such as easel and finger paints, and clay, should be available for creative expression (NAEYC, 1986).

Children learn about their world from such experiences as the manipulation of objects, discussing their hands-on activities, predicting outcomes and testing the validity of their predictions through their own experiments (Kamii and DeVries, 1978). The provision of nature and science materials and pets makes it possible for children to observe and interact with natural objects such as trees, plants, animals, water and mechanical contraptions.

Health and Safety

It is possible to maintain the health of children, even infants, in day care environments based on the research reviewed by Caldwell and Freyer (1982). Maintaining a safe health environment depends upon alert caregivers and sound administrative practices including observing children for any sign of illness or abuse (Cherry, 1973; NAEYC, 1986). It is important that children wash their hands before eating and after using the bathroom. Caregivers must wash their hands before and after feeding children, after diaper changing, and after using or assisting children to use the bathroom. Food service areas and diapering areas should be well separated (Silva, 1980).

Nutrition and Meal Service

Good nutrition is important to each child's well-being and development. The licensing standards require sanitary food service and that licensed facilities "must ensure that food is nutritious and served in variety and amounts adequate to ensure growth and development" (TDHR, 1985). The majority of the Title XX funded centers also participate in the Child Care Food Program which requires that nutritious meals and snacks be served (Endres and Rockwell, 1980).

Attitudes toward food and food preferences emerge in early childhood and these habits often continue as the children grow older (Crusta and Scianna, 1975; Endres and Rockwell, 1980). These early attitudes and preferences have a greater influence on nutrition than income (except extreme poverty), education, the variety of food available or training on nutrition (USDA, 1975). Thus, serving a variety of nutritious food becomes a critical element of a good nutrition program. Meal service and the atmosphere at meal time also play roles in good nutrition.

In serving children, staff should allow at least 2 1/2 hours between meals and snacks. According to Endres and Rockwell (1980), "Table arrangements for young children are important." Six to eight children per table with a caregiver are recommended. Servings should be small, children should be allowed to serve themselves. They should begin serving themselves a few easy to serve items and progress to more items as skills increase. Small bowls, pitchers, etc. make self-service easier for children. It was also suggested that eating times are good times to do nutrition education and and develop other skills.

In the center accreditation criteria (NAEYC, 1984), NAEYC directs that meals and snacktimes should be "pleasant social and learning experiences for children." Included in the description of this activities are adult interaction with children and adult modeling of good nutrition habits. NAEYC also requires an adult to sit with children during meals and that toddlers and preschoolers be "encouraged to serve and feed themselves."

Although nutrition has been a major focus of child care programs for many decades, continued efforts are needed. Diet-related nutritional problems of children have remained relatively constant over the past 25 years (USDA, 1795; Martin, 1954). While there has been more opportunity to learn about good nutritional practices, poor attitudes, preferences for food with few nutrients and reliance on "fast food" have contribute to poor ones being followed. Actually there were fewer good diets in 1975 than in 1955 (USDA, 1975).

Parent Involvement

Children benefit from the mutual understanding and greater consistency that are possible when caregivers and parents communicate and work in partnership (NAEYC, 1986). Parents are children's first and most constant teachers. However, day care providers often need to help parents develop the skills and self-assurance to do the job well (Gordon, 1975; White, 1975).

The involvement of parents in day care takes many forms and is elusive and difficult to attain (Caldwell and Freyer, 1982). Research indicates that child care facilities may be working against themselves in this regard. Research has found that many centers with high degrees of child-centeredness have the least amounts of parent involvement (Shapiro, 1977). Most research indicates that the effects of preschool intervention programs without parent involvement erode rapidly (Bronfenbrenner, 1974).

According to Zigler and Turner (1982), "...evidence exists that the more parents are involved in the activities of the child care center ... the more children benefit." However, in studying an economically and ethnically mixed group of children, they found that the average time parents spent in the day care center was 7.4 minutes per day. Parents of small-size families and with younger children and lower incomes also tended to spend more time in the centers than parents of large-size families and with older children and higher incomes, but the variations were small.

To involve parents, day care facilities should (NAEYC (1984):

- have processes for orienting both parents and children to the facility.
- welcome parents as visitors at all times.
- have an established system for sharing day-to-day happenings that may affect their children.
- regularly inform parents about the program through newsletters, bulletin boards, notes, telephone calls, and similar means.
- share menu information and feeding times.

- hold conferences at least once a year and at other times as needed to discuss chidren's progress, accomplishments and/or problems.

Written policies are essential to the maintenance of effective and consistent communication between staff and parents (NAEYC, 1984). These should describe operating procedures including hours, fees, illness, holidays and refund information (NAEYC, 1984).

Summary

In summary, a good day care center should provide activities for children that foster all areas of children's development.

According to the center accreditation criteria of NAEYC (1984), activities with materials which "emphasize concrete experimental learning" should be provided "to achieve the following goals:

a. foster positive self-concept.

b. develop social skills.

c. encourage children to think, reason, question and experiment.

d. encourage language development.

e. enhance physical development and skills.

f. encourage and demonstrate sound health, safety, and nutritional practices.

g. encourage creative expresssion and appreciation for the arts.

h. respect cultural diversity of staff and children."

METHODOLOGY

The purpose for this study was to gather information on day care centers, group day homes and family day homes for use in establishing day care service control standards for TDHS purchased day care services. The information gathered pertained to the operational characteristics of these facilities and their performance on the proposed day care service control standards.

The day care facilities from which TDHS purchases care, commonly referred to as Title XX day care facilities, were the subjects of this study. These facilities were chosen because this is the group of facilities to which the final day care service control standards will apply.

As of July 1985, day care services were purchased from 1220 facilities which represented all three purchase arrangements (purchase types) used by TDHS. These purchase arrangements are commonly designated as contracts, brokers, and provider agreements. Within each purchase type, there are three facility types -- day care centers, day care group homes and family day care homes. For the purpose of the study, centers and group day homes were grouped together because of the similarity of the standards (both in service control and licensing) for these two types of facilities. Family day homes included certified agency day homes and registered family homes and were treated separately. Contracted facilities included 241 centers and group day care homes (CDC) and 205 family day homes (CDH). Broker facilities were composed of 373 centers and group day care homes (BDC) and 89 family day homes (BDH). Provider agreements had 253 centers and group day care homes (PAC) and 59 family day homes (PDH).

Sampling.

Random samples were selected from the above population of facilities for centers/group homes and for family day homes. The samples were stratified by purchase types. The samples drawn included 207 contract centers and group day care homes, 148 contract family day homes, 209 broker centers and group day care homes, 89 broker family day homes, 169 provider agreement centers and group day care homes and 59 provider agreement family day homes. There were 585 centers/group homes and 296 family day homes in the sample for a total of 881 facilities. The confidence level was 95% allowing for a 10% attrition rate. Table 1 below compares the sample drawn to the population of facilities.

TABLE 1

SAMPLING BY FACILITY TYPE

	CDC/GDH	BDC/GDH	PAC/GDH	CDH	BDH	PDH	TOTAL
Population	241	373	253	205	89	59	1220
Sample	207	209	169	148	89	59	881

Instruments.

Two data collection instruments were developed. These were the Day Care Service Contol Facility Data Collection Instrument (Day Care Centers and Group Day Homes) for centers/group homes and the Day Care Service Control Facility Data Collection Instrument (Day Homes) for family homes. The face sheet of each instrument was designed to collect identifying and demographic information. This included name, address, contract number, site number, facility type, county, licensed capacity, enrollment, payment rate, number of caregivers, and ages of children served, as well as date visited and time spent collecting the data. The questions on each instrument corresponded to proposed service control standards for that facility type (See Appendices 3 and 4). In order to collect information on the degree to which compliance existed for individual standards, subparts were added under each question. The subparts contained lists of probable responses and were numbered in a manner to facilitate computer data entry. Drafts of the two instruments were circulated among the Day Care Service Control Task Force members, staff of the Family Self-support Services Branch, and other stakeholders in the project. The comments received from these groups were reconciled before the instruments were finalized.

Data collectors.

Contracted consultants and DHS child development and contract staff were used as data collectors. All five contracted consultants exceeded the requirements for the position of Child Development Specialist (CDS) III. The consultants had graduate degrees in child development or early childhood education and related experience (CDS III description in Appendix 6).

Of the 24 child development and contract staff who collected data, 20 were classified as CDS III or above. Their experience included data collection and extensive monitoring of day care operations. The majority of this staff had graduate or undergraduate degrees in early childhood related fields. In addition to group training on data collection, the four least-experienced data collectors were accompanied by experienced data collectors during their first few on-site data collections.

Training of data collectors.

Two training sessions were held because 32 persons were to be trained to collect data. These sessions were held on August 12-15 and September 24-25, 1985. Two sessions allowed the instructors opportunities to work with trainees on their individual needs. The training on data collection was identical for both sessions. However, all the contracted consultants were trained during the August session and it was longer. The additional time was used to acquaint the consultants with contractual expectations and TDHS policies. This was done jointly with the consultants and the staff from the regions to which the consultants were assigned. Three persons were trained during the two sessions who did not collect any data.

A consultant contract was entered with Linda Gifford, a professor in early childhood education at Del Mar College, to help design and conduct the training. Special materials were developed for the training by Ms. Gifford and Rosie Johnson, a program specialist in the Day Care and Child Development Unit. These included videotapes of day care facilities, annotated data collection instruments (gave comments on data to be entered and examples of correct entries), facsimile of personnel and training records, and examples of activity schedules and daily lesson plans. The two videotapes were developed by the Media Services Division under Ms. Johnson's direction . Each one included vignettes that were representative of a day's program in a center serving infants through school-age children. Each trainee was also provided a packet of materials to use in their data collction and for reference. The packets included a clipboard portfolio, tablet and pencils, annotated versions of the data collection instruments, copies of the service control standards, copies of the applicable licensing standards, lists of information sources, regionally specific lists of facilities in the samples, form letters for scheduling on-site visits, and a supply of data collection instruments.

The sessions began with overviews of the training and the data collection process. These overviews were followed by training on how to record data using the annotated data collection instruments as guides to familiarize trainees with the data collection instruments. The annotations provided details regarding which techniques (review of records, observation, interview, etc.) were applicable to each question and where the source information would be found (center, licensing office, personnel folders, children's records, etc.). Participants received oral instructions on how to analyze information, record it on the instruments, and review licensing records. Interviewing techniques were also discussed during this portion of the training and the trainees were given a printed list of suggestions to use as a guide.

After trainees had a basic familiarity with the data collection instruments, a practice session was held. An on-site visit was simulated through the use of role play, facsimile documents and videotapes. Instructors played the roles of day care facility staff to provide answers to questions about the center and documents relating to it. The videotapes included indoor and outdoor settings and activity segments for each age group. The simulation was divided into five segments and trainees were given time to record information on their instruments between each segment. A discussion of problems, such as analysis of the situation, what to record, etc., was held before beginning another segment of the simulation.

In the last phase of the training, the trainees did another data collection practice. Another facility was simulated using a second videotape, different role plays and a second set of facsimile documents. The exercise was again divided into segments, but discussion was not held following each segment. At the end of the practice, the trainees compared ratings, discussed difficulties, etc. A training schedule is shown in Appendix 5.

Data Collection

Data collection began in August, 1985 and ended in March, 1986. Day Care Service Control Facility Data Collection Instruments (Day Care Centers and Group Day Homes) were completed for 197 contract centers and group day homes, 209 broker centers and group day homes, and 169 provider agreement centers and group day homes for a total of 513 facilities. Day Care Service Control Facility Data Collection Instruments (Day Homes) were collected for 74 contract family day homes, 98 broker family day homes and 27 provider agreement family day homes for a total of 199 family day homes. Table 2 below compares the population and sample to the number of data collection instruments completed.

TABLE 2

DATA INSTRUMENTS COMPLETED BY FACILITY TYPE

	CDC/GDH	BDC/GDH	PAC/GDH	CDH	BDH	PDH	TOTAL
Population	241	373	253	205	89	59	1220
Sample Drawn	207	209	169	148	89	59	881
Instruments	197	193	123	74	98	27	712

A number of problems arose in the collection of data from this large and fluctuating sample. Attrition was heavy among all facility types except contract and broker centers and group day homes. Some facilities had closed, many had ceased providing care to TDHS subsidized children (by choice or by loss in a competitive procurement), and three broker centers refused to participate. However, it should be noted that contract centers/group homes in which the least attrition occurred account for over 75% of the purchased day care services.

During the data collection process, the Licensing Branch deleted the license for day-care-only child placing agenicies. The homes that had been affiliated with the child placing agencies were categorized as contract family day homes when the sample was drawn. With the deletion of the license, the relationship between the agencies and the home changed. The agencies became brokers instead of day care operators. The homes became registered by TDHS as family homes instead of being certified as agency homes by the child placing agency. When data collectors visited these homes after this change, they coded the home according to its new status as a broker family day home instead of coding as the contract family day home it had been at the time the sample was drawn. This explains why there appears to have been more broker family day homes on which data were collected than in the original population and why there appears to be such a high attrition rate among the contract family day homes.

Of the original 89 broker family day homes, 33 closed or stopped serving TDHS subsidized children. Of the 148 contract family day homes in the original sample, 32 closed or stopped serving TDHS subsidized children. Forty-two broker family day home also stopped providing services. Over half (32) of the provider agreement family day homes closed or stopped serving TDHS subsidized children.

Data Analysis

Completed data collection instruments were submitted to the Day Care Section in Family Self-support Branch at State Office. A program specialist entered the facility name and number on a log and checked the name against a master list containing the names of facilities included in the sample.

A format was developed by the Administrative Management Resources Division to enter the data collected into a computer using dBase III software. This included identifying the data from each instrument by facility type and purchase type and entering the numbered responses in the order they occurred on the instruments. The question on the instruments for centers/group homes were very complex and these instruments were pre-processed by hand before data entry. This pre-processing included adding control numbers, converting collection time into minutes, tallying the noncompliance with licensing standards, calculating the average number of years of schooling and paid experience for caregivers, coding educational levels attained and fields of study and identification of anomalies (See pre-processing instructions in Appendix 6).

The data were analyzed using SPSS software. The analyses included:

1. describing the operational characteristics of the facilities;

2. evaluating facility performance on the measures of quality associated with the day care service control standards;

3. drawing relationships of purchase type, facility type and facility size to facility performance on quality measures; and

4. assessing center/group home performance on group size, daily activities and physical environment measures by ages of children served.

Actual counts and percentages were calculated for each measure by facility type and purchase type. For centers and group day homes, results were also calculated by facility sizes, i.e. facilities with capacities of 35 or less, 36-70, 71-100, and over 100. Chi Square and analysis of variance (ANOVA) were performed to detect any significant differences among the groups studied. Medians, modes and means were used to depict the data distribution of the group sizes being studied.

Because the sample is stratified but non-pproportional for centers and group day homes, the results should be weighted for each group. However, the results of this pilot were not weighted by purchase type. Hence, the reported values can only be used to draw accurate conclusions by each purchase type for day care centers and group day homes. Table 3 shows the population, sample drawn and computed weights for centers and group day homes. The total population of centers and group day homes was 867 facilities and the sample contained 513 facilities.

TABLE 3

APPROPRIATE WEIGHTS FOR CENTER/GROUP HOME VALUES

	BDC	CDC	PAC	OTHER
Sample achieved	189	196	122	6
Population	369	240	252	6
Weights	1.1552	0.7245	1.222	0.5917

The computer analysis and tables were completed without weighting the data. Staff workload and other resources made redoing the data not a viable alternative unless the values were deemed significantly different. To illustrate how the weights affect the results, a comparison of the weighted and unweighted values from a random sample of four tables was made. Then in order to ensure that the weighted and unweighted values did not differ to a great extent and that the sample statistics were reasonably representative of the population parameters, a confidence interval test was done on the weighted sample statistics from the four tables. For all the values in the four tables, the weighted and unweighted percentages lie between the lower and the upper limits computed on a 95% confidence interval (See Test Sample -- Weighted and Unweighted Data, Appendix 6). Hence one can infer with a 95% confidence that the sample statistics are somewhat representative of the population.

Summary

In July 1985, there were 1220 day care facilities serving children for whom care was purchased by TDHS through contract, broker and provider agreement arrangements. These facilities included 867 centers and group day homes and 353 family day homes. Random samples, stratified by purchase arrangement, were drawn which included 585 centers and group day homes and 296 family day homes. Twenty-nine data collectors completed data collection instruments for 513 of the centers and group day homes and 199 of the family day homes in the samples. The data were entered and unweighted results were analyzed. Analyzed categories included the operational characteristics, performance on measures of quality associated with the day care service control standards, and the relationships of purchase type, facility type and facility size to the performance.

FINDINGS FOR CENTERS AND GROUP DAY HOMES

The Day Care Service Control Facility Data Collection Instrument (Day Care Centers and Group Day Homes) was used to collect data from a random sample of day care centers and group day care homes. Data was collected from 513 of the 591 facilities selected in the center/group home samples. As shown in Table 4 below, 78 centers stopped providing care to TDHS subsidized children between the time the sample was selected and the data collection was completed. Six group day homes and 507 centers were in the group of facilities from which data were collected compared to six group day homes and 585 centers in the sample selected.

The samples from which data were collected were stratified by purchase type (contract, broker and provider agreement). Since these samples were non-proportional, there is some loss of precision in the unweighted values reported in the summaries across purchase types. However, based on a comparision of a sample of weighted and unweighted values the differences were slight and it is possible to infer that the reported values are representive of the population.

In entering the scores for observed behaviors and activities on the instruments, the data collector made an entry showing compliance with the measure (or subpart of a measure) when negative behaviors were not observed. This rule was followed even if the evidence of compliance was limited. Observations included verifications of declared group sizes, staff/child ratios, physical capabilities of staff, daily plans, schedules, health and safety practices, as well as staff/child interactions and mealtime routines.

In the discussion of findings, the term centers will only be used refer to day care centers while facilities will refer to a combination of day care centers and group day homes.

Although the findings for the group day homes are representative of their performance on the measures associated with this instrument, two things should be noted. The population was extremely small in comparison with that of the centers and the measures may not have been appropriate to their operations which have much in common with family day homes.

Description of day care center and group day home sizes. In an effort to determine whether compliance differs by facility size, facilities were categorized by size based on their licensed capacities. These categories were as follows:

- 7 to 12 children -- group day home
- 13 through 35 children -- very small center
- 36-70 children -- small center

- 71-100 children -- medium center
- More than 100 children -- large center

Distribution by purchase type. The samples were drawn by purchase type and included contract, broker and provider agreement centers and group homes. The population, sample size and number of facilities for which instruments were completed (data collected) are shown in Table 4 which follows:

TABLE 4

CENTER AND GROUP HOMES
POPULATION, SAMPLE SELECTED AND SAMPLE ACHIEVED

	Population Size	Sample Selected	Actual Sample*
Contract Day Care Centers	240	207	196
Broker Day Care Centers	369	209	189
Provider Agreement Day Care Centers	252	169	122
Contract Group Day Homes	1	1	1
Broker Group Day Homes	4	4	4
Provider Agreement Group Day Homes	1	1	1
Total	867	591	513

*Facilities in selected sample from which data were collected.

Facilities by purchase type and region. The twelve TDHS regions had elected to use different combinations of purchase and facility tupes. The six group day homes contained in the sample and from which data were collected included four broker facilities in Region 02 and one contract facility in Region 06 and one provider agreement facility Regions 08 (Appendix I, Table 1).

Of the 189 broker centers, none were located in Regions 04, 06, 08, 10 and 12. The percentage distribution for the remaining regions ranged from 2.1% in Region 09 to 64.6% in Region 11. All regions had contract centers with the fewest in Region 12, where 2.0% were located, and the most in Region 06, where 23% were located. Regions 01 and 02 had no provider agreement centers. The distribution of the provider agreement centers across the other regions ranged from 0.8% in Region 03 to 27.9% in Region

05. Appendix I, Table 2 illustrates the distribution of centers by region and purchase type.

Facility size. The facility sizes differed somewhat among the twelve regions. Region 02 had four group day homes, whereas Region 06 and Region 08 had one group day home each. Regions 03 and 12 did not have very small centers. At the other end of the range, Region 06 had 25% of the very small centers. All regions had small, medium and large centers. Of the 507 centers in the sample, 11.8% were very small (capacity for 13-35 children), 33.3% were small (capacity for 36-70 children), 19.3% were medium (capacity for 71-100 children) and 35.5% were large (capacity for more than 100 children). The regional distribution of centers by size is given in Appendix I, Table 3. Appendix I, Table 4 includes the regional distribution of centers with the group day homes combined with very small centers.

Among the 507 centers, the mean licensed capacity was 110 children in broker centers, 97 in provider agreement centers, and 75 in contract centers. For all purchase types including the group day homes, the mean licensed capacity was 92 children (Appendix I, Table 5).

In the reported results, brokers had the highest portion of large centers (56.1%). Contracts had the highest portion of very small (47%), small (52.7%) and medium (44.9%) centers. On the other hand, providers agreement represented a rather even portion of the centers of all sizes (18.2% of the very small centers, 23.1% of the small centers, 24.5% of the medium centers and 26.1 % of the large centers). For all purchase types, 60 of the centers were very small (12.9%), 169 were small (32.9%), 98 were medium (19.1%), and 180 were large (35.1%). The distribution by center size and purchase type is detailed in Appendix I, Table 6.

Enrollment. Across all purchase types, the licensed capacity was larger than the enrollment. In the 513 centers and group day homes sampled, there were 35,112 enrolled children (Appendix I, Table 7) and 12,817 unfilled slots (Appendix I, Table 9). Of the enrolled children, 10,320 (29%) were subsidized by TDHS using funds from the Title XX Social Services Block Grant (Appendix I, Table 8). There were 1,178 TDHS subsidized children (Title XX) in the broker centers, 8,141 in the contract centers, 967 in the provider agreement centers and 34 in the group day homes.

The mean enrollment of TDHS subsidized children by provider type is shown in Table 5 below (Appendix I, Tables 10 through 17 also show the Title XX enrollment by center size):

TABLE 5

ENROLLMENT OF TDHS SUBSIDIZED CHILDREN BY FACILITY TYPE

Provider Type	Mean Number Title XX Children Enrolled	Title XX Percentage of Total Enrollment
Broker Center	6	7.88%
Contract Center	42	72.78%
Provider Agreement Center	8	10.85%
All Group Homes	6	49.28%
Total	20	29.39%

The mean size of enrollment was 79 children for broker centers, 57 children for contract centers, 73 children for provider agreement centers, and 12 children for all types of group day care homes (Appendix I, Table 18). The mean percentage of licensed capacity enrolled was 76.81% for all types of centers and group day homes (Appendix I, Table 19). It ranged from 74.13% for broker centers to 95.83% for group day homes. By the size of the facility, the mean ranged from 69.52% for large centers to 83.46% for medium centers (Appendix I, Table 20).

Enrollments were below the licensed capacities at 85.2% of the broker and contract centers, at 82% of the provider agreement centers and at 66.7% of the group day homes (Appendix I, Table 21). Enrollments were over the licensed capacities at 10.1% of the broker centers, 5.1% of the contract centers, 12.3% of the provider agreement centers and 16.7% of the group day homes. Since two children may use the same space at different times of day, this does not necessarily indicated that attendance exceeds the capacity. Of the group day homes and very small centers, 72.7% had fewer children enrolled than their licensed capacities. Under enrollment was also found at 81.7% of the small centers, 79.6% of the medium centers and 93.3% of the large centers (Appendix I, Table 22). Of the 513 facilities, 84.2% were under enrolled and 8.8% were over-enrolled.

There were 12,817 unfilled slots in the 432 centers and group homes with Title XX children. By region, the number of these unfilled slots ranged from 116 (0.9%) in Region 12 to 4,260 (33.2%) in Region 11 (Appendix I, Table 23). Forty-five (45) centers and group day homes were enrolled beyond capacity and exceeded their combined capacities by a total of 530 children. Compared across purchase types, brokers and provider agreements exceeded their capacities by more children than contracts (Appendix I,Table 24). Facilities in Regions 03, 06 and 10 accounted for only 0.6% (0.2% for each region) of the over-enrollment, while at the other end of the range facilities in Region 11 accounted for 29.6%. Appendix I, Table 25 shows the percentages for each region.

Rates. Some facilities in the sample had a blended rate for all the ages they served. For facilities with multiple rates, blended rates were calculated. For centers and group day care homes, the mode for the blended unit rate was $9.99 per day and the mean was $9.42. Broker group day care homes had the lowest mean rate, $4.70, and provider agreement group day care homes had the highest mean rate, $9.81. The mean unit rate of $9.42 does not differ greatly from the average unit rate of $9.81 (FY 1986) paid by DHS for the period of time during which the data was collected (Family Self-Support Services, 1987). This implies that the facilities studied are fairly representative of the population in regard to their rates. The blended unit rates are described in Appendix I, Table 26.

Ages served. The ages served in the facilities ranged from birth (0) through 13-years-old. At the onset of this study TDHS staff indicated that an abundance of care for children 2- through 5-years-old was available for TDHS purchase, but that care was not always available for children under 2-years-old and over 6-years-old. Therefore, a focus of the data analysis was services to children under 2-years-old and over 6-years-old.

Over half (50.9%) of the centers and group day homes sampled served children as young as 0- to 6-months old (Appendix I, Table 27). Children as young as 0- to 6-months old were served in 55% of the broker centers, and 94.1% of the broker centers served children under 2-years-old. Only 40.3% of the contract centers served children as young as 0- to 6-months-old and only 62.8% served children under 2-years-old. Of the provider agreement centers, 62.3% served children as young as 0- to 6-months-old and 86.0% served children under 2-years-old. Children over 6-years-old were served in 67.4% of the facilities (Appendix I, Table 28). This included 92.6% of the broker centers, 36.2% of the contract centers, 78.7% of the provider agreement centers. All group day homes served children under 2-years old and two-thirds served children over 6-years-old (Appendix I, Tables 27 and 28). More medium and large centers served children under 2-years-old and children over 6-years-old, than smaller centers (Appendix I, Tables 29 and 30).

Regions varied in the portions of the care available to the children under 2-years-old and over 6-years-old. The variation in the percentage of each age served within a region is useful information. However, the amount of funds allocated to each region differ significantly which causes the percentage of the state total served not to be very important and this discussion does not address this aspect but it is shown on Tables 31 and 32 of Appendix I.

All regions had some facilities which served children as young as 0- to 6-months-old (Appendix I, Table 31). Region 03 had the highest percentage (80%) of facilities serving this age while Region 06 had the lowest percentage (31.6%). In every region except Region 12, some facilities did not serve children who were younger than 2-years-old. The percentage of facilities serving children under 2-years-old ranged from 100% in Region 12 to 40.3% in Region 06. All regions had at least one center which served children over 6-years old (Appendix I, Table 32). Region 11 had the highest percentage (91.3%) which served this age while Region 12 had the lowest percentage (16.7%).

Statewide, the predominant ages of the children enrolled were 3-years-old through 5-years-old. Among the centers and group day care homes, 55.4% served children 11-months-old and younger and an additional 25% served children from 12- through 23-months-old. However, 37.3% of the contract centers did not serve any children younger than 2-years-old. With the majority of children for whom TDHS subsidizes care in contract centers and a limited number of spaces in other facilities, this indicates limited access to care for children younger than 2-years-old.

Approximately two-thirds (67.4%) of the facilities served children older than 6-years-old and there were 17 facilities (3.3%) that only cared for school-age children (5-years-old or older). Broker and provider agreement centers were also more likely to care for this age group.

Caregroups and Caregivers. The number of caregroups and caregivers are important factors to consider for training, monitoring, and other TDHS efforts to upgrade day care quality. There were eight caregroups in the six group day homes and 2350 caregroups in the 507 centers. These caregroups were staffed by 4139 caregivers.

Licensing compliance. Overall, the licensing status of the facilities was satisfactory. From the 513 facilities in the sample, data were collected on the licensing status of 507 centers and group homes (Appendix I, Tables 33 and 34). Of these, 501 (99%) were licensed and one was certified. All group homes were licensed. Three of the remaining five centers had licensing applications pending. None were reported to be operating with a letter of approval. Two centers were reported as having none of these approvals and may have been exempted from TDHS regulation, but this was not noted on the instrument.

Data were collected on status of compliance with licensing standards based on the most recent visit by licensing to 502 centers and group homes. Overall, 434 (86.5%) of the facilities were found to be in compliance with all licensing standards during the visit (Appendix I, Table 35). None of the group homes had been cited for noncompliance. Of the 68 centers out of compliance with one or more standard, 20.6% were the contract centers, 35.3% were provider agreement centers and 44.1% were the broker centers. There were no significant correlations between the size of the center and the status of the center's compliance with licensing standards (Appendix I, Table 36). The mean number of areas in which facilities were out of compliance was 2.85. There were no significant differences regarding the number of noncompliance areas among the purchase types or the facility sizes (Appendix I, Tables 37 and 38). Regarding the probation of license, information was gathered for 496 centers and group homes but was missing for 17 facilities. Only four of the 496 centers and group homes had licenses on probation (Appendix I, Tables 39 and 40). These four facilities were provider agreement centers.

Information on compliance with the licensing standards during the calendar year prior to the data collection visit was reported for 503 centers and group homes. Of this number, 81 (16.1%) had not been cited for any violation of licensing standards (Appendix I, Tables 41 and 42). Of the remaining 422 facilities on which data was collected, 378 (representing 89.57% of facilities cited) corrected the problem(s) cited within the specified time-frame. Nine other facilities were still out of compliance, but their time-frame for corrective action had not yet expired. Thirty-one centers (6.2%) had failed to comply within the specified time-frame and four centers had noncompliances in concurrence or appeal situations. Of the centers not correcting their non-compliances within the specified time frame, 54.8% were brokers, 25.8% were provider agreements and 19.4% were contracts. Large centers had the best record for compliance with all standards (43.2% of the total), but worst record for not correcting within specified time frames (58.1% of total).

The mean number of areas in which the facilities were out of compliance during the year was 3.61 (Appendix I Tables 43 and 44). There were no significant differences (ANOVA) in the number of areas of noncompliances among the purchase types and facility sizes.

Staff Education. Caregivers were found to have both limited years of education and limited training in child development and early childhood education. Among all the centers and group homes, caregivers had completed an average of 12.48 years of schooling. There were no significant differences (ANOVA) in the number of years of schooling by either type or size of center (Appendix I, Tables 45 and 46). Sixty percent of the caregivers had no education beyond the completion high school or GED, 15% had some college, 10% had an associate degree, 5% had a bachelor's degree and 2% had a master's degree or higher (Appendix I, Tables 47 and 48).

In regard to caregivers with credentials or specialization, 12% of all caregivers had a credential or specialization in child development (CD) or early childhood (EC). Six percent of broker caregivers, 11% of provider agreement caregivers and 20% of contract caregivers had a CD/EC credential/specialization (Appendix I, Table 49). The percentage decreased as the size of the facility increased (Appendix I, Table 50). The CD/EC specialized caregivers ranged from 16% for group homes and very small centers to 10% for large centers.

According to the facility records, 26.01% (mean) of the caregivers had completed one or more semester hours in CD/EC (Apppendix I, Tables 51 and 52). However, the percentage varied significantly (ANOVA) by type of facility. The averages (mean) were 15.98% for broker centers, 20% for group homes, 23.13% for provider agreement centers, and 37.65% contract centers. The percentage of caregivers who had completed one or more semester hours of CD/EC also varied significantly (ANOVA) by the licensed capacity of the center. The percentages (mean) of these caregivers by facility size were 31.57% in group day homes and very small centers , 28.93% in small centers, 26.18% in medium centers, and 21.12% in large centers. These caregivers had an average (mean) of 15.3 semester hours (Appendix I, Tables 53 and 54). While the average number of hours did not vary significantly by the licensed capacity of the center, there was significant variance by type of facility (ANOVA). The mean semester credit hours by type of facility were 9 for group homes, 11.42 for broker centers, 16.1 for provider agreement centers, and 17.75 for contract centers.

For all types of facilities, 25.76% of the caregivers and supervisors met one or more of the following criteria (Tables 55 and 56):

1. An associate or higher degree in early childhood education or child development.
2. TEA certification as a teacher of young children, a kindergarten or early childhood endorsement and one year of paid experience in an early childhood program.
3. Two years paid experience while working under a trained caregiver as described in 1 or 2 above, or while working on a CDA or degree in child development or early childhood education.
4. Twelve semester credit hours in child development or the equivalent that may be accumulated in one full year of high school child development gainful employment training.
5. One year of direct paid child care experience and six semester hours as described in criteria 4 above.

There was a significant variance (ANOVA) among types of facilities in the percentages of caregivers who met the above criteria (Appendix I, Tables 55 and 56). In broker centers, 15.13% of the caregivers met the criteria; in group day homes, 16.67%; in provider agreement centers, 24.05%; and in contract centers, 37.36%. The smaller centers tended to have higher percentages who met the criteria (group homes and very small centers, 28.77% and small centers, 29.54%) than did larger centers (medium centers, 25.72% and large centers, 21.14%). Of the 513 facilities, 383 had at least one caregiver who met or exceeded the minimal criterion and, in 225 facilities, one-fourth of the caregivers met or exceeded it.

Years of Experience. A large portion of the caregivers had several years of experience in child caregiving, but the quality of the experience was somewhat questionable. The average years of paid experience as a caregiver varied significantly (ANOVA) by both purchase type and facility size (Appendix I, Tables 57 and 58). The mean years of paid caregiver experience by purchase type were 3.97 years for broker centers, 4.13 years for provider agreement centers, 5.29 years for contract centers and 8.38 years for group homes. Overall, the mean was 4.56 years of experience. By facility size, the mean years of paid experience were 5.99 years for group homes and very small centers, 4.74 years for small centers, 4.02 years for medium centers and 4.16 years for large centers.

Although stable and experienced staff are considered an asset to a facility, the quality of the supervision and inservice training is likely to effect whether a caregiver develops appropriate skills. Almost one-fifth (19.69%) of the caregivers had one or more years of experience as a lead teacher during which they were supervised by a person degreed or credentialed in early childhood (Appendix I, Tables 59 and 60). This percentage varied significantly (ANOVA) by both purchase type and facility size. The percentages by facility type were 9.83% for broker centers, 15% for group homes, 17.66% for provider agreement centers and 30.61% for contract centers, By facility size, the percentages were 24.47% for group homes and very small centers, 27.29% for small centers, 16.77% for medium centers, and 12.4% for large centers. All caregivers in some facilities had received this type of experience, but the most common practice (mode and median) was for none of the caregivers in a facility to receive it.

The average number of years as a lead teacher was 4.48 years (Appendix I, Tables 61 and 62). The number of years did not vary significantly (ANOVA) by either purchase type or facility size.

Staff Orientation. Orientation was provided for nearly all of the caregivers (97.8%). However, a significant portion (28.8%) of the orientations were incomplete (omitted areas specified in the evaluation criteria). Before assuming child care duties, caregivers in 69.1% of the day care centers and group homes receive orientation on the areas specified in service control and listed below (Appendix I, Tables 63 and 64):

- personnel policies and specific job function;

- policies of the facility;

- basic emergency health and safety procedures;

- special health, nutritional and developmental needs of assigned children;

- planned daily activities of the facility; and
- guidance, discipline and classroom management techniques.

Broker, contract and provider agreement centers had low percentages of staff who did not receive orientation, but 50% of the group homes offered no orientation to staff (Appendix I, Table 63). Of the facilities providing no orientation, 9.1% were medium or large centers, 36.4% were group homes and very small centers, and 45.5% were small centers (Appendix I, Table 64).

Orientation of Volunteers and Substitutes. Before volunteers and substitute caregivers assumed child care duties, 78.8% of the facilities provided orientation to define the tasks assigned to them (Appendix I, Tables 65 and 66). Another 11.7% of the facilities oriented some but not all volunteers and substitutes, and 9.5% did not orient any. Volunteers and substitutes received no orientation in 50% of the group day homes, 11.4% of the broker centers, 9.9% of the provider agreement centers, and 6.2% of the contract centers. The percentage of facilities doing orientations for volunteers and substitutes varied significantly (Chi-Square) by facility size. Group day homes and very small centers accounted for 29.2% of the facilities not orienting volunters and substitues, small centers for 33.3%, medium centers for 10.4% and large centers for 27.1%.

Staff Training. With a few exceptions, the facilities made some effort toward assisting staff with training. However, the findings indicate that the training frequently did not follow a well defined plan. In 94.7% of the facilities, a specific person was assigned the responsibility of notifying child care staff of the available training opportunities and resources (Appendix I, Tables 67 and 68).

A written training plan existed in only 34.7% of the facilities with 29% of the facilities fully implementing their written training plan (Appendix I, Table 69). However, 42.1% of the contract centers had a written and implemented plans compared to 26.6% of the broker centers, 13.2% of the provider agreement centers, and none of the group homes. Seventy-five percent (75%) of the group day homes and very small centers, 65.7% of the small centers, 59.8% of the medium centers, and 64.4% of the large centers had no written plan (Appendix I, Table 70). Contract centers (15.6%) were most likely to confer with the child development specialist (CDS) on their training plans, but overall, 80.6% of the facilities did not confer with the CDS, contract manager, or licensing representative on their training plan (Appendix I, Tables 71 and 72). Only 6.4% of the training plans contained all of the following areas (Appendix I, Tables 73 and 74):

- needs assessment,

- objectives,
- topics to be covered,
- resources to be utilized,
- strategies (2 or more) for implementation,
- procedures for follow-up,
- timeframe or duration of the plan, and
- evaluation.

Of the facilities (93.6%) with incomplete training plans, 35.8% had plans that contained some but not all the elements while 57.8% of the facilities had none of the elements. Across purchase types, there was a significant difference (Chi Square) in whether training plans contained some or all of the elements. However, the differences were not significant among the facility sizes (Appendix I, Tables 73 and 74). Training plans contained none of the above elements in 44.4% of the contract centers, 58.4% of the broker centers, 80.4% of the provider agreement centers and 80% of the group homes.

In the 434 facilities on which data were collected, the average amount of child care related training (including orientation) received during the first six months on the job by caregivers with six months to one year of tenure was 9.8 clock hours (Appendix I, Tables 75 and 76). There was a significant difference (ANOVA) among the purchase types in the average number of hours received. Broker centers had an average of 7.9 hours, provider agreement centers had an average of 8.9 hours, and contract centers had an average of 12.9 hours. In group day homes the training ranged from no hours in contract homes to 8.9 hours in broker homes. For the 346 facilities in which caregivers received some training, the average was 12.29 hours (Appendix I, Table 77).

In the 500 facilities on which data were collected, the average amount of child care related in-service training (excluding independent reading) received during the previous year by caregivers with at least one year of tenure was 20.36 clock hours (Appendix I, Tables 78 and 79). For the 472 facilities reporting that some training was received, the average was 21.57 hours (Appendix I, Table 80). The average number of hours of training received varied significantly (ANOVA) by purchase type and size of facilities (Appendix I, Tables 78 and 79). For centers, the average numbers for hours of training caregivers received were 14.06 hours in broker centers, 21.2 hours in provider agreement centers and 26.30 in contract centers. For group day homes, the training ranged from 8 hours in provider agreement homes to 27 hours in contract homes. By facility size, the averages were 24.33 hours for group day homes and very small centers, 21.28 hours for small centers, 20.77 hours for medium centers, and 17.87 hours for large centers.

Group Size. For the purpose of this study, a group was defined as the children assigned to a caregiver or team of caregivers and occupying an individual classroom or well-defined space within a large room. There were 2358 child care groups in the 513 facilities from which data were collected. Table 6 below describes the distribution of these groups by the predominant age of the children.

TABLE 6

GROUPING OF CHILDREN
ACCORDING TO THE PREDOMINANT AGE OF GROUP MEMBERS

Predominant Age	Number of Groups	Number of Children	Percent of Total Children
0 - 11 months	207	1,632	5.03
12 - 17 months	189	1,521	4.69
18 - 35 months	604	6,747	20.81
3 - 5 years	1042	16,158	49.84
6 years and older	316	6.360	19.62
Total	2358	32,418	100.00

Across all ages, there was an average (mean) of 14 children per group (Appendix I, Tables 81 and 82). The average number of children in groups by the predominant age of the group is shown in Table 7 below:

TABLE 7

NUMBER OF CHILDREN PER GROUP BY THE PREDOMINANT AGE OF GROUP MEMBERS

Predominant Age	Number of Children			
	Mean	Median	Mode	Range
0 - 11 months	8	7	5	1 - 24
12 - 17 months	8	8	5	1 - 17
18 - 35 months	11	10	9	3 - 38
3 - 5 years	16	15	15	4 - 53
6 years and over	20	18	15	1 - 80
All ages	14	12	12	1 - 80

The Day Care Provider Service Delivery Standards (Appendix IV) specify that day care centers and group day homes maintain the following age-related group size(s) for children in care:

0 - 17 months	10 children
18 - 23 months	14 children
24 - 35 months	14 children
3 years old	16 children
4 years old	20 children
5 years old and older	25 children

The compliance with these maximum group sizes differed by the ages of the children. Based on the 207 groups sampled, the groups in which the members were predominantly 11 months old and younger ranged from 1 to 24 children with 76.8% having 10 or fewer children (Appendix I, Table 83). Of the 189 groups with members who were predominantly 12- through 17-months-old, the number ranged from 1 to 17 children with 96.8% having 14 or fewer children (Appendix I, Table 84). The number ranged from 3 to 38 children in the 604 groups with members who were predominantly 18- through 35-months-old and 79.3% had 14 or fewer children (Appendix I, Table 85). The number in the 1042 groups with members who were predominantly 3- through 5-years-old ranged from 4 to 53 children (Appendix I, Table 86). Within these groups, 62.9% had 16 or fewer children, 84.3% had 20 or fewer children and 94% had 25 or fewer children. If the data had been reported by each of these three ages, the percentage of compliance might have been greater for 3- and 4-year-olds. The number ranged from 1 to 80 children in the 316 groups with members who were predominanty 6-years-old and older with 75.9% having 25 or fewer children (Appendix I, Table 87). Over all ages, the level of compliance ranged from 62.9% for 3-years-old children to 96.8% for 12- through 17-months-old children.

The group sizes varied significantly (ANOVA) by facility size and group sizes tended to increase as the size of the facility increased (Appendix I, Table 88). For example, in groups with members who were predominantly 3- through 5-years-old, group day homes and very small centers averaged 10 children, small centers averaged 14 children, medium centers averaged 15 children and large centers averaged 17 children.

Child/Caregiver Ratios. The gross ratios of children per caregiver varied significantly (ANOVA) by both purchase type and facility size (Appendix I, Tables 89 and 90). The average number (mean) of children per caregiver was 5 in group homes (8 groups), 8 to 9 in contract centers (828 groups), 10 to 11 in provider agreement centers (602 groups) and 11 to 12 in broker centers (883 groups). As with group sizes, the number of children per caregiver tended to increase as the facility size increased. The average number of children per caregiver was 7 to 8 for group day homes and very small centers (145 groups), 8 to 9 for small centers (603 groups), 10 for medium centers (504 groups), and 11 to 12 for large centers (1069 groups).

The average number (mean) of children per caregiver by the predominant age of the children in the group is shown in Table 8 below and with additional detail in Appendix I, Table 91:

TABLE 8

CHILD/CAREGIVER RATIOS
BY PREDOMINANT AGES OF CHILDREN IN GROUPS

Predominant Age	Children per Caregiver
0 through 11 months	4 - 5
12 through 17 months	5 - 6
18 through 35 months	8 - 9
3 through 5 years	11 - 12
6 years and older	15 - 16

Caregiver Physical Capabilities. Caregivers' physical ability to perform seven tasks were evaluated for 4701 caregivers in 513 facilities (Appendix I, Table 92). The tasks were:

- Bend and stoop
- Be on feet for long periods of time
- Stretch/reach above his/her head
- Tie shoes, buckle small buckles, button buttons
- Pick up small items
- Lift a 30-40 pound child
- Work in noisy surroundings

Over 99% of the caregivers were able to perform the specified tasks. The percentage unable to perform the tasks ranged from 0.02% (unable to tie shoes, buckle small buckles, button buttons) to 0.34% (unable to be on feet for long periods of time).

Balanced Activity Dimensions. The balance in the dimensions of the activities offered was assessed by checking the daily schedules and by observing activities. Data collectors determined whether the facilities' caregroups were offered outdoor and indoor activities, active and quiet times, self-directed and caregiver-directed activities and individual and group activities. Nearly all of the caregroups offered the some activities (99.5% had indoor activities) while the percentage offering other activities was much lower (87% had self-directed activities).

Out of 2358 groups, 195 groups (8.3%) did not have outdoor activities (Appendix I, Tables 93 and 94). Groups without outdoor activities included 43% of the groups of children 0- through 11-months-old, 19.6% of the groups 12- through 17-months-old, 4.5% of the groups 18- throug 35-months-old, 3.4% of the groups 3- through 5-years-old, and 8.3% of the groups 6-years-old and older. More than half of the broker and provider agreement centers did not offer outdoor play for children 0- through 11-months-old (56.5% and 51.5% respectively), but 79.7% of the contract centers did offer it. Fifty percent (50%) of the groups for 0- through 11-months-old in large centers did not have outdoor activities compared to 46.7% in group day homes and very small centers, 37.7% in medium centers, and 35.3% in small centers.

Overall, only 0.5% of the facilities failed to offer indoor activities (Appendix I, Tables 95 and 96). However, among the caregroups in group day homes, two of the eight were reported as not offering indoor activities.

Active time was widely available in the 2358 groups observed and was lacking in only 4.1% of them (Appendix I, Tables 97 and 98). Active time was least likely to be provided for children 0- through 11-months old and was not available in 9.2% of these groups. By purchase type, 10.3% of the groups children 3-

through 5-years-old in broker centers did not have active times compared to 0.8% of those in contract centers and 0.4% of those in provider agreement centers. Of the eight caregroups in group day homes, only one (predominantly children 0- through 11-months) was not offered an active time.

All but 3.4% of the groups complied with quiet times (Appendix I,Tables 99 and 100). Quiet time was most often lacking for groups of children 12- through 17-months-old with 22.2% of the noncompliance for this age in group day homes and very small centers. Groups which lacked quiet time included 25% of those in group day care homes, 5.3% of those in broker centers, 2.2% of those in provider agreement centers and 1.9% of those in contract centers.

Thirteen percent (13%) of the groups did not offer children self-directed activities (Appendix I, Tables 101 and 102). This percentage represented 306 caregroups. Group homes had 37.5% noncompliance, broker centers had 22.2%, contract centers had 7.4%, and provider agreement centers had 6.3%. Group day homes and very small centers had the poorest records with 40% noncompliance for children 0- through 11-months-old and 66.7% for children 12- through 17-months-old. The age groups most affected across all purchase types and facility sizes were those with children 18- through 35-months-old in which 14.4% noncompliance occurred, and children 3- through 5-years-old with 14.6% noncompliance.

Five percent (5%) of the groups lacked caregiver-directed activities (Appendix I, Tables 103 and 104). This included 50% of the groups in group homes, 6.7% of the groups in broker centers, 4% of the groups in contract centers and 3% of the groups in provider agreement centers. Caregiver-directed activities were most likely to be missing in groups 0- through 11-months-old (20.8%) and 12- through 17-months-old (12.2%). Caregiver-directed activities were least likely to occur in group day homes and very small centers with 8.8% noncompliance among these facilities.

Individual activities were not offered in 298 groups, 12.6% of the total groups (Appendix I, Tables 105 and 106). They were least likely to occur among groups 12- through 17-months-old (16.4% noncompliance) and most likely to occur among groups 6-years-old and older (7% noncompliance). Aside from the group day homes (62.5% noncompliance), broker centers had the highest of percentage of groups in noncompliance (15%), followed by provider agreements (12.8%) noncompliance and contracts (9.4%). Group day homes and very small centers were the least likely to offer individual activities with 66.7% noncompliance for children 12- through 17-months-old, 40% noncompliance for children 0- through 11-months-old, and 17% noncompliance overall.

Two-hundred and ten groups (8.9%) were lacking group activities (Appendix I, Tables 107 and 108). Of these 210 groups, 70 were composed of children 0- through 11-months-old, and 35 of them were children 11- through 17-months-old. Since children 0- through 17-months-old are capable of minimal meaningful group interaction, the absence of group activities in 33% of the groups 0- through 11-months-old and 18.5% of the groups 12- through 17-months-old was not surprising. In group day homes, these activities were not offered to 50% of the groups, and half of these groups were children 3- through 5-years-old. The overall noncompliance rates were 14% for broker centers, 6.2% for provider agreement centers, and 4.8% for contract centers. Group activities were more common in small and large centers (7.1% and 8.1% noncompliance respectively) than in medium and very small centers/group day homes (11.4% and 13.6% noncompliance respectively). Considering the appropriateness of these activities for groups of children 6-years-old and older, the 10.7% noncompliance in broker centers and 26.7% noncompliance in group day homes and very small centers were high.

The high percentages of noncompliance for activity dimensions are disturbing for some facility types and sizes and for some ages. Caregroups for infants and toddlers were the most likely not to offer a balance of activities (Table 9).

TABLE 9

CENTERS AND GROUP DAY HOMES CAREGROUPS
LACKING VARIOUS ACTIVITY DIMENSIONS (BY AGE)

	Predominant Age of Children in Group					
Activity Dimension	0-11 months	12-17 months	18-35 months	3-5 years	6 year & over	all ages
Outdoor	43.0%	19.6%	4.5%	3.4%	8.3%	8.3%
Indoor	1.4%	0.0%	0.5%	0.3%	0.6%	0.5%
Active Time	9.2%	2.6%	3.0%	4.2%	3.2%	4.1%
Quiet Time	4.8%	5.3%	4.6%	2.1%	3.2%	3.4%
Self-directed	8.2%	13.8%	14.4%	14.6%	7.6%	13.0%
Caregiver-directed	20.8%	12.2%	3.3%	1.2%	6.0%	5.0%
Individual	12.6%	16.4%	14.2%	12.8%	7.0%	12.6%
Group	33.8%	18.5%	5.8%	4.6%	7.0%	8.9%

Developmental Activities. Daily activities were assessed through observations and reviews of daily plans to determine whether children in the caregroups were being offered activities to promote development. The assessed areas were creative expression, positive self-concept, social skills, cognitive skills, communication skills, health/safety habits, and physical development.

> Creative expression. Activities which encourage an individual response, such as interaction with raw materials for art experiences, music and construction (blocks, etc.).
>
> Positive self-concept. Use of materials, books and

activities which reflect positively on child's culture and sex, staff commending child on his efforts, and routines such as individual daily greetings.

Social skills. Activities which promote successful interactions between a child and other people, such as cooperative use of materials, staff interpreting a child's behavior to other children in ways that foster acceptance and cooperation, etc.

Cognitive skills. Activities which encourage children to think, reason, question, and experiment, such as float and sink activities, rolling and sliding objects, cooking and block building.

Communication skills. Activities which encourage language development, comprehension and meaningful communication, such as fingerplays, stories, conversations and word games.

Health/safety habits. Activities and demonstrated behavior which encourage sound health and safety practices, such as hand washing, picking up dangerous items from the playground, and introducing children to a variety of foods.

Physical development. Activities which encourage coordination and muscular development and enhance physical well-being, such as opportunities to run, roll, tumble, push and pull objects, ride tricycles and climb structures.

The percentage of groups in compliance varied from activity to activity and ranged from 82.8% for creative activities to 95.8% for physical activities. The high percentages of noncompliance were disturbing for some facility types and sizes and for some ages. The caregroups containing infants and toddlers were the ones most often lacking some of the developmental activities (Table 10).

TABLE 10

CENTER AND GROUP DAY HOME CAREGROUPS LACKING DEVELOPMENTAL ACTIVITIES (BY AGE)

	Predominant Age of Children in Group					
Developmental Activity	0-11 months	12-17 months	18-35 months	3-5 years	6 year & over	all ages
Creative Expression	23.7%	21.7%	19.5%	14.9%	13.3%	17.2%
Self-concept	10.6%	8.5%	12.6%	12.6%	8.2%	11.5%
Social Skills	13.0%	10.6%	11.3%	10.1%	5.1%	10.0%
Cognitive Skills	20.8%	18.5%	11.1%	5.4%	7.0%	9.5%
Communication Skills	13.5%	9.5%	11.4%	8.0%	9.8%	9.7%
Health/Safety Habits	13.0%	7.9%	7.6%	6.2%	4.4%	7.1%
Physical Development	10.1%	4.2%	3.3%	3.8%	2.8%	4.2%

In the area of creative expression, 405 groups (17.2% of the total) were lacking these activities (Appendix I, Table 109). This included 62.5% of the groups in group homes, 31% of the groups in broker centers, 10.1% of the groups in provider agreement centers and 6.5% of the groups in contract centers. Creative activities were not only lacking in a high percentage of the 0- through 11-month-old and 12- through 17-month-old groups (23.7% and 21.7% respectively), but were also lacking for groups 18- through 23-month-old (19.5%), 3-5 years (14.9%), and 6-years-old and older (13.3%) groups.

Positive self-concept related activities were lacking in 11.5% of the groups (Appendix I, Table 110). These 271 groups were relatively evenly distributed across ages with a range from 8.2% noncompliance for groups of children 6-years-old and older to 12.6% for groups of children 18- through 35-months-old and 3- through 5-years-old. Aside from the group day homes, broker centers had the highest percentage of noncompliance ranging from 21.3% (6-years-old and older) to 39.7% (12- through 17-months old). Across all ages, the group day homes had 37.5% noncompliance followed by 17.1% noncompliance in broker centers, 8.8% in contract centers and 6.3% in provider agreement centers.

In the area of social skills, 236 groups (10% of the total) were lacking activities (Appendix I, Table 111). This included 62.5% of the groups in group homes, 15.7% of the groups in broker centers, 8.8% of the groups in contract centers, and 2.3% of the groups in provider agreements. The percentage of groups with social skill activities was greatest for children 6-years-old and older (94.9% overall). Except for broker centers, the percentage of groups with social skills activities was least for children 0- through 11-months-old (87% overall). Of the 1042 groups of children 3- through 5-years-old, social skill activities were missing in 105 (10.1%) including 71 (18.3%) of the groups in broker centers.

Activities related to cognitive skills were lacking in 9.5% of the groups (Appendix I, Table 112). These 223 groups included 50% of those in group day homes, 15.8% of those in broker centers, 5.5% of those in contract center, and 4.7% of those in provider agreement centers. By ages of the children in the groups, there was 20.8% noncompliance for 0- through 11-months-old, 18.9% for 12- through 17-months-old, 11.1% for 18- through 35-months-old, 5.4% for 3- through 5-years-old, and 7% for 6-years-old and older. Other than group day homes, broker centers had the highest percentage of noncompliance in this area with a range from 9.5% for groups of children 3-years-old and older to 37% for those 12- through 17-months-old.

In the area of communication skills, 229 groups (9.7% of the total) were lacking activities (Appendix I, Table 113). Four of the eight groups (50%) in group homes did not offer communication skill activities. The highest percentage of noncompliance among the other types was 16.1% in broker centers, including 20.5% noncompliance for groups of children 18- through 35-months-old. There was 7.4% noncompliance in contract centers, and 2.7% noncompliance in the provider agreement centers. Noncompliance was most prevalent among groups 0- through 11-months-old (13.5%) and 18- through 35-months-old (11.4%).

Activities related to health/safety habits were lacking in 7.1% of the groups (Appendix I, Table 114). These 167 groups represented a noncompliance rate of 62.5% for group day homes, 8.9% for contract centers, 7.3% for broker centers and 3.5% for provider agreements. Noncompliance was highest among the groups of children 0- through 11-months-old, with 100% (one group) in group day homes, 18.8% in contract centers, 10.1% in broker centers and 8.8% in provider agreement centers. The noncompliance ranged from 13% for 0-11 months to 4.4% for 6-years-old and older across all types of facilities.

Physical development activities were lacking in 4.2% of the groups (Appendix I, Table 115). These activites were more likely to be lacking among groups of children 0- through 11-months-old than among other groups. The noncompliance across all types of facilities ranged from 10.1% for groups of 0- through 11-month-olds to 2.8% for groups of 6-years-old and older. Of the 98 groups lacking physical development activities, 69 were in broker centers, 17 in contract centers, 9 in provider agreement centers and 3 in group homes.

The developmental appropriateness of the activities offered to the children in each caregroup was also assessed (Bredekamp, 1986). The assessments were based on observations of the activities, the review of the activitiy plans and the availability of activity supplies. Activities appropriate for the children's developmental levels were lacking in 10.5% of the caregroups (Appendix I, Table 116). These 248 groups included 155 groups in broker centers (16.9%), 50 groups in provider agreement centers (8.3%), 41 groups in contract centers (4.9%) and 2 groups in group homes (25%). The age with the most groups in noncompliance was 18- through 35-months-old with 15.2% across all types. Excluding group day homes, noncompliance for this age was greatest for broker centers with 25.9%. Other ages with high percentages of noncompliance were 12- through 17-months-old and 3- through 5-years-old with 10.6% and 10.5% respectively across all facility types. In broker centers, there was 20.6% noncompliance among the groups of children 3- through 5-years-old.

The provision of equivalent developmentally appropriate experiences for handicapped children was also assessed. Most facilities did not actually have handicapped children in care which creates doubt regarding the validity of the information collected on this criterion. Only 1.8% (43 groups) were found to be in non-compliance (Appendix 1, Table 117).

Caregiver/Child Interaction. The assessments of the standard, "Caregivers interact with children in a manner that fosters children's growth and development.", were based on measures relative to respect, communication, recognition of efforts, dealing with feelings, affection and activity transitions. A high percentage of the caregivers were in compliance on each of the areas of caregiver/child interaction. However, those caregivers in noncompliance were spread throughout a sizable portion of the facilities. Table 11 summarizes the overall levels of noncompliance found among the 4701 caregivers and 513 facilities.

TABLE 11

SUMMARY OF NONCOMPLIANCE WITH STANDARDS FOR CAREGIVER/CHILD INTERACTION

	Caregivers Out of Compliance		Centers with One or More Caregivers Out of Compliance	
Measure	Number	Percent of 4701 Caregivers	Number	Percent of 513 Facilities
Encourage respect for self, property, rights of others	99	2.11	70	13.65
Communicate in a language and manner which children understand	77	1.64	58	11.31
Help each child to recognize and appreciate own efforts/accomplishments	141	3.00	82	15.98
Recognize chidren's feelings and help children deal with those feelings	237	5.04	127	24.76
Express respect for and affection toward children	125	2.66	92	17.93
Provide for smooth transitions from activity to activity	370	7.87	177	34.50
TOTAL	4701	100.00	513	100.00

In observing compliance with the measure, "Caregivers encourage respect for self, property and the rights of others.", there was significant variance by purchase type but not by facility size (Appendix 1, Tables 118 and 119). The percentages of facilities in which at least one caregiver did not meet this criterion were 5.62% for broker centers, 1.52% for contract centers, 0.94% for provider agreement centers and 0% for group homes. Overall, 2.87% of the facilities had caregivers not meeting this criterion.

Of all the caregiver/child interaction measures, the best level of compliance was found with "Caregivers communicate in a language and manner which children understand." Only 1.89% of the centers had caregivers who did not do this. There was significant variance by purchase type but not by facility size (Appendix 1, Tables 120 and 121). The mean percentages of noncompliance were 4.26% for broker centers, 0.71 for provider agreement centers, 0.41% for contract centers and 0% for group homes.

In all but 3.69% of the facilities, caregivers complied with the measure that stated "Caregivers help each child to recognize and appreciate his or her own efforts and accomplishments." (Appendix I, Tables 122 and 123). The variance in levels of noncompliance among the facilities was significant by the types of facilities but not by their licensed capacities. No group homes were in noncompliance while the mean percentages of noncompliance for centers were 0.75% for the contract centers, 1.94% for the provider agreement centers and 7.96% for the broker centers.

For the measure, "Caregivers recognize children's feelings and help children deal with those feelings.", the variance in noncompliance was significant by purchase type but not by facility size (Appendix I, Tables 124 and 125). The mean percentages of facilities with caregivers not meeting this criterion were 11.07% for broker centers, 3.6% for contract centers and 3.04% for provider agreement centers. Overall, the percentage of noncompliance was 6.18%.

In 3.03% of the centers, caregivers were not in compliance with the measure, "Caregivers express respect for and affection toward children." The variance in noncompliance was significant by purchase type but not facility size (Appendix I, Table 126 and 127). The mean percentages of noncompliance were 6.34% for broker centers, 1.23% for provider agreement centers, 1.04% for contract centers and 0% for group day homes.

On the child/caregiver interaction measures, the lowest compliance was found on "Caregivers provide for smooth transition from activity to activity." Overall, 9.28% of the facilities had caregivers in noncompliance (Appendix I, Table 128 and 129). There was significant variance in the noncompliance by purchase type but not by facility size. The mean percentages of noncompliance were 28.33% for group day homes, 12.23% for broker centers, 8.58% for provider agreement centers and 6.28% for contract centers.

Physical Environment. Caregroups in the centers and group day homes were assessed relative to the standard, "The provider and/or agency ensures that the indoor and outdoor environment contains equipment and materials which the children can act upon to meet their developmental needs." Two sets of measures were used. One set was for groups of 0- through 11-month-old infants and the other set for groups of children of all ages. The data collected indicates that there is a definite need for more materials and equipment to meet children's developmental needs.

For children 0- through 11-months old, the number of facilities on which data were collected ranged from 264 to 266 per measure. The environments were checked to determine if at least one item per infant was present from each of the following categories:

1. Soft, washable toy animals and dolls;
2. Colorful mobiles, pictures, large picture books and mirrors;
3. Cradle gyms; plastic, cardboard or washable cloth blocks; stacking, drop-in, push or pull toys; and
4. Rattles, other musical toys, tape or record players.

Of 265 facilities, 88.7% had at least one soft, washable toy animal or doll per infant (Appendix I, Tables 130 and 131). Compliance with this measure did not vary significantly by purchase type or facility size.

At least one colorful mobile, picture or large picture book was available per infant in 73.7% of 266 facilities (Appendix 1, Tables 132 and 133). This measure was met by 40% of the group homes, 59% of broker centers, 84.3% of the provider agreement centers and 84.9% of the contract centers.

One motor skill related object (cradle gym, blocks, etc.) per infant was available in 81.1% of 264 facilities (Appendix I, Tables 134 and 135). Only 2 group homes provided these (40%) compared to 80 broker centers (76.9%), 74 contract centers (87.1%) and 58 provider agreement centers (82.9).

At least one rattle, musical toy, tape or record player (in room) per infant was available in 76.2% of 265 facilities (Appendix I, Tables 136 and 137). Only 20% of the group homes complied on this measure, but 66.3 % of the broker centers, 82.6% of the contract centers and 87.1% of the provider agreement centers were in compliance.

There were 2358 groups of children of all ages including 2151 groups of children 12-months-old and older. The environments for groups of all ages were checked for accessible equipment and materials in the interest areas listed below (Appendix I, Tables 138 through 153). The explanations of the findings focus on groups of children 12-months-old and older because the items discussed on a per infant basis (on preceding page) represent a more basic measure of interactive materials for the 207 groups of infants 0- through 11-months-old. The interest areas assessed were:

- Blocks

- Dramatic play
- Manipulation
- Stories/language
- Large muscle activities
- Music
- Art
- Nature/science

Out of 2358 caregroups, eight groups were in group day homes, including seven groups of children 12-months-old and older. This type of facility had high percentages of noncompliance for all areas. Of the seven groups, accessible materials and equipment for stories/language and large muscle were not offered in three groups, manipulative materials were not present in four groups, dramatic play materials were not found in five groups, and blocks, art, music and nature/science materials were missing in six groups.

Of the total, 545 caregroups (23.1%), including 61 groups of children 0-through 11-months-old, did not have blocks accessible to them (Appendix I, Tables 138 and 139). This included 28.9% of the groups in broker centers, 24.1% of the groups in provider agreement centers and 15.4% of the groups in contract centers. Blocks were not accessible to 29.5% of the groups 0- through 11-months-old, 49.7% of the groups 12- through 17-months-old, 25.3% of the groups 18- through 35-months-old, 12.4% of the groups 3- through 5-years-old, and 33.9% of the groups 6 years and older. The percentages of noncompliance were lowest in the groups of 3- through 5-year-olds with only 6.2% in contract centers and 8% in provider agreement centers, but with 20.6% in broker centers. Small centers had the lowest percentage of non-compliance (17.7%), followed by large centers (21.9%), group day homes and very small centers (29.3%) and medium centers (30.3%).

Dramatic play materials were not accessible in 453 groups (Appendix I, Tables 140 and 141). These groups included 72 groups of children 0- through 11-months-old. The 453 groups represented 19.2% of the total groups. Groups without accessible dramatic play materials included 24.2% of those in broker centers, 21.8% of those in provider agreement centers, and 11.5% of those in contract centers. The greatest amount of noncompliance occurred among groups serving children 12- through 17-months-old (51.3%) and it effected 38% of these groups in contract centers, 50.7% of these groups in broker centers, and 73.3% of these groups in provider agreement centers. Broker centers had compliance problems for all ages with their noncompliance ranging from 16.5% for groups of children 3-through 5-years-old to 50.7% for 12- through 17-month-olds. Provider agreement center noncompliance ranged from 7.3% for groups of children 3- through 5-years-old to 73.3% of those 12- through 17-months-old. The problem age groups for contract centers were 12- through 17-months old (38% noncompliance) and 6 years-old and older (28.9%). The least noncompliance occurred in groups of children 3- through 5-years-old (9.1%), but broker centers had 16.5% noncompliance for that age grouping. By facility size, group day homes and very small centers had the most noncompliance with 28.6% including 100% noncompliance among groups 12- through 17-months-old. Medium centers followed with 24.7% noncompliance. Large centers had 17.7% noncompliance and small centers 15%.

In 318 the caregroups (13.5%), manipulatives were not accessible (Appendix I, Tables 142 and 143). There were 27 groups of children 0-through 11-months-old which were not offered accessible manipulative materials and equipment. Other than group day homes, broker centers had the highest percentages of noncompliance with 15% of those 3- through 5-years-old, 17.3% of those 18- though 35-months-old, 20.1% of those 6-years-old and older, and 27.4% of those 12- through 17-months-old. Noncompliance in provider agreements ranged from 6.5% for children 3- through 5-years-old to 31.1% for children 12- through 17-months old. For contract centers, the range was 2.6% for children 3- through 5-years-old to 21.1% for children 12- through 17-months old. As illustrated in the ranges given above the best compliance was among groups of children 3- through 5-years-old and the worst was among groups of children 12- through 17-months-old. By facility size, progression from worst to best compliance was medium centers (20% noncompliance), group day homes and very small centers (15% noncompliance), large centers (12.6% noncompliance), and small centers (9.2% noncompliance).

Seventeen percent (17%) of the caregroups did not have story/language materials available (Appendix I, Tables 144 and 145). These 400 noncomplying groups included 48 groups of children 0- through 11-months-old. Broker centers had the most noncompliance, including 16.5% of groups of children 3- through 5-years-old, 20.1% of those 6-years-old and older, 27.3% of those 18- through 35-months-old and 39.7% of those 12- through 17-months-old. The percentage of the provider agreement center caregroups which lacked these materials ranged from 6.9% of the children 3- through 5-years-old to 42.2% of those 12- through 17-months-old. For contract centers, the range was from 4.6% of the groups of children 3- through 5-years-old to 26.8% of groups of children 12- through 17-months-old. The lowest percentage of noncompliance occurred in groups of children 3- through 5-years-old (9.8% overall) and the highest percentage of non-compliance occurred in groups of children 12- through 17-months-old (35.5% overall). Small centers had the fewest groups in noncompliance (10.7%) followed by group day homes and very small centers (12.3%), large centers (18.6%), and medium centers (22.3%).

The interest area most commonly provided was the large muscle activity area. Large muscle activities were not available to 11% of the caregroups (Appendix I, Tables 146 and 147). Of the 260 caregroups not offering large muscle activities, 34 had children 0-through 11-months-old. Overall, contract centers had the highest percentage of groups in noncompliance (12.1%) as compared to 10.6% for provider agreement centers and 10.1% for broker centers. However, the percentages of noncompliance were particularly high for two groups in provider agreements centers: 76.4% for 18- through 35-months-old, and 31.1% for 12- through 17-months-old. Overall, caregroups with children 12-through 17-months-old had the poorest compliance (20.1% non-compliance) and caregroups with children 6-years-old and older had the best compliance (4.8% non-compliance). Noncompliance rates were quite similar for all facility sizes, ranging from 10.5% to 12.5%.

Materials and equipment to support musical activities were not accessible in 24.9% of the caregroups (Appendix I, Tables 148 and 149). Of the 587 groups with noncompliance, 49 were children 0- through 11-months-old. Aside from the group day homes, groups in broker centers had the poorest compliance. The percentages of noncompliance in broker centers were 26.3% for children 3- through 5-years-old, 30.8% for children 6-years-old and older, 36.8% for children 18- through 35-months-old and 46.6% for children 12- through 17-months-old. Groups in provider agreement centers had lower percentages (13.8%, 25.4%, 26.8%, and 48.9% respectively). The highest percentage of noncompliance in contract centers occurred in groups of children 6-years-old and older (47.4%). For contract centers, 26.8% of the groups 12- through 17-months-old were in noncompliance, followed by 18.8% of those 18- through 35-months-old and 12.3% of those 3- through 5-years-old. By the facility size, the progression of noncompliance from highest to lowest percentage were medium centers (32.9%), group day homes and very small centers (25.2%), large centers (23.9%), and small centers (20%).

Art materials were not available to 622 caregroups, including 62 groups of 0- through 11-month-olds (Appendix 150 and 151). Broker and provider agreement centers have similar overall percentages of noncompliance with 32.3% and 31.1% while noncompliance was considerably lower for contract centers (15.9%). By ages of the children, the overall percentages of the groups without art materials were 17.8% for those 3- through 5-years-old, 22.5% for those 6-years-old and older, 34.3% for 18- through 35-months-old, and 51.3% for those 12- through 17-months-old. For groups of children 12- through 17-months-old, 75.6% of provider agreement centers and 52.1% of the broker centers did not provide art materials. Broker and provider agreement centers also did not provide art materials to a high percentage of the groups of children 18- through 35-months-old (42.3% and 40.8% respectively). The percentages of noncompliance by facility size, from highest to lowest percentage, were 31.9% for medium centers, 27.8% for large centers, 26.5% for group day homes and very small centers, and 19.1% for small centers.

Nature/science materials were the least available of all materials. There were 1004 caregroups (42%) in non-compliance (Appendix I, Tables 152 and 153). Of these, 85 groups were children 0- through 11-months-old. Groups which did not comply included 30.2% of the groups in contract centers, 40.4% of those in provider agreement centers, and 54.8% of those in broker centers. By ages of the children, the percentages of the groups not complying were 31.4% for 3- through 5-years-old, 47.5% for 6-years-old and older, 51% for 18- through 35-months-old, and 70.9% for12- through 17-months-old. Medium centers had the most groups in noncompliance (49.3%). They were followed by group day homes and very small centers (44.2%), large centers (42.8%) and small centers (36.1%).

Caregroups in broker centers offered children the least access to materials and equipment in the areas specified in the measures of the physical environment for children 12-months-old and older. Table 12 details this noncompliance by ages.

TABLE 12

ACCESSIBILITY OF MATERIALS AND EQUIPMENT TO CAREGROUPS IN BROKER CENTERS BY PREDOMINANT AGES OF CHILDREN IN GROUP

	Percentages of Noncompliance			
Equipment and Materials	12-17 Months	18-35 Months	3-5 Years	6-Years and Over
Blocks	49.3	36.4	20.6	29.0
Dramatic Play	50.7	24.5	16.5	25.4
Manipulative	27.4	17.3	15.0	20.1
Stories/Language	39.7	27.3	16.5	20.1
Large Muscle Activity	19.2	10.5	10.1	3.6
Music	46.6	36.8	26.3	30.8
Art	52.1	42.3	25.3	26.0
Nature/Science	78.1	69.1	48.5	45.0

Caregroups in provider agreement centers offered children the access to materials and equipment in the areas specified in the measures of the physical environment for children 12-months-old and older more often than broker centers. Table 13 details the noncompliance percentages for provider agreement centers by ages of the children.

TABLE 13

ACCESSIBILITY OF MATERIALS AND EQUIPMENT TO CAREGROUPS IN PROVIDER AGREEMENT CENTERS BY PREDOMINANT AGES OF CHILDREN IN GROUP

	Percentages of Noncompliance			
Equipment and Materials	12-17 Months	18-35 Months	3-5 Years	6-Years and Over
Blocks	73.3	27.4	8.4	31.0
Dramatic Play	73.3	20.4	7.3	26.8
Manipulative	31.1	15.9	6.5	22.5
Stories/Language	42.2	22.9	6.9	19.7
Large Muscle Activity	31.1	76.4	6.9	4.2
Music	48.9	26.8	13.8	25.4
Art	75.6	40.8	17.6	22.5
Nature/Science	86.7	45.2	28.7	43.7

For children 12-months-old and older, caregroups in contract centers offered children the most access to materials and equipment in the areas measured in this study. Table 14 details the noncompliance percentages for contract centers by ages of the children.

TABLE 14

ACCESSIBILITY OF MATERIALS AND EQUIPMENT TO CAREGROUPS IN CONTRACT CENTERS BY PREDOMINANT AGES OF CHILDREN IN GROUP

	Percentage of Noncompliance			
Equipment and Materials	12-17 Months	18-35 Months	3-5 Years	6-Years and Over
Blocks	35.2	12.5	6.2	47.4
Dramatic Play	38.0	7.6	2.3	28.9
Manipulative	21.1	10.3	6.4	2.6
Stories/Language	26.8	14.7	4.6	6.6
Large Muscle Activity	14.1	12.5	12.9	7.9
Music	26.8	18.8	12.3	47.4
Art	35.2	21.4	9.5	14.5
Nature/Science	53.3	37.1	15.4	56.6

Material and equipment for all types of interest areas were not readily accesssible to a high percentage of the 12- through 17-months-old groups. While broker centers had the worst overall noncompliance on interest areas, provider agreement centers had the worst noncompliance for this age group. The data suggested that there were many groups of children 12- through 17-months-old for whom the available equipment and materials were limited.

Observations were made regarding whether the equipment and materials were complete, clean and in good repair. Of the 506 facilities on which these data were collected, 354 (70%) had materials and equipment which were clean, complete and in good repair (Appendix I, Table 154). Of the 30% not meeting the criteria, the materials and equipment were not in good repair in 16.8% of the centers, not complete in 24.3% of the centers, and not clean in 15.3% of the centers. Some centers had materials and equipment that were neither clean, complete nor in good repair (9.3%). More large and small centers tended to have materials and equipment that were complete, clean and in good repair (71.2% and 70.5% respectively) than group day homes and very small centers (68.2%) and medium centers (68%).

Licensing regulates the square feet per child in the total center but not per group. In this study, the space for the caregroups was checked to determine whether a minimum average of 30 square feet of space was allowed for each child in the group. This amount of space was available in 480 of the 508 facilities on which these data were collected (Appendix I, Tables 155 and 156). All provider agreement centers in the sample had at least 30 square feet per child, and only 3.1% of the contract centers provided less space. However, 16.7% of the group homes and 11.2% of the broker centers had less space per child. The centers (5.5%) which provided less space, included 11.5% of the medium centers, 9.1% of the group day homes and very small centers, 4.2% of the small centers, and 2.2% of the large centers.

For those facilities not providing at least 30 square feet of space per child in the group, the actual number of square feet were reported for 28 centers. The amount reported ranged from 10 square feet to 29 square feet. In 26 of these centers, the space was 25 square feet or less, including 6 centers with less than 20 square feet per child.

Centers serving children 0-through 11-months-old were checked to determine whether each group had at least 100 square feet of open space free of any type of furniture. Of the 295 centers on which these data were collected, 251 were reported as having this amount of open space (Appendix I, Tables 157 and 158). Of the 14.9% not providing this space, 18.2% were group day homes, 18.2% were provider agreement centers, 36.4% were broker centers and 43.2% were contract centers. At least 100 square feet of space were provided by 93.2% of the large centers, 84.6% of the group day homes and very small centers, 79% of the medium centers, and 78.7% of the small centers.

For 44 centers among those that provided less than 100 square feet of open space per group, the actual number of square feet were reported (Appendix I, Table 159). In 23 of these, there were 50 square feet or less of open space. Spaces this small result in there being virtually no space for the walking and crawling of the infants enrolled.

Health and Safety. The activities of the facilities were assessed to determine compliance with the standard, "The caregiver and/or agency staff insure that children are not exposed to health and safety hazard or allowed to create them." The measures for this standard related to health and safety plans, daily health checks, stopping unsafe activities, maintaining a safe environment, and the separation of diapering and food service. The findings indicate that half the facilities lacked written health and safety plans and that many children did not receive health checks upon arrival. Compliance was better on the remaining items, but the levels of noncompliance indicated that some facilities were allowing hazards to exist. Only 50% of the 508 facilities on which these data were collected were found to have a written plan which included provisions for performing daily health checks and for reporting child abuse/neglect (Appendix I, Tables 160 and 161). In 4.5% of the centers, there were plans for reporting abuse/neglect, but not for performing health checks. An additional 2% had plans for performing health checks but not for reporting abuse/neglect. The remaining 43.5%, which included all the group homes, had neither plan. Thirty-four percent (34%) of the broker centers, 39.2% of the contract centers and 62.5% of the provider agreement centers had neither plan. By facility size, 36% of the large centers, 39.3% of the small centers, 47.4% of the medium centers, and 69.2 of the group day homes and very small centers had neither plan.

Data on the item regarding whether the above plans were shared with the facility staff included many erroneous entries and were not usable. The data indicated that 309 facilities shared the plans, while only 254 had written plans. This is probably because the director of many facilities had informally planned what to do, but had not written the plans. Based on the number reported, it seems likely that most centers having plans shared them with their staff.

Based on a combination reviews of health plans, observations and interviews (all facilities), 84.7% of the facilities checked the children upon arrival for any signs of illness or injury and evidence of possible abuse or neglect (Appendix I, Tables 162 and 163). This was the practice in 92.9% of the contract centers, 81% of the provider agreement centers, 79.1% of the broker centers, and 66.7% of the group homes. By facility size, children were checked upon arrival by 88.7% of the medium centers, 86.4% of the group day homes and very small centers, 83.8% of the small centers, and 82.8% of the large centers.

In 96.1% of the centers, caregivers stopped children who were engaged in unsafe activities (Appendix I, Tables 164 and 165). This occurred in only 66.7% of the group day homes compared to 98.3% of the provider agreement centers, 96.9% of contract centers and 94.7% of the broker centers. Unsafe activities were stopped in 97.2% of the large centers, 95.9% of the medium centers, 95.8% of the small centers, and 93.9% of the group day homes and very small centers.

Caregivers suggested or demonstrated ways for the children to help maintain a safe environment in 88.5% of the facilities (Appendix I, Tables 166 and 167). This occurred in 96.7% of the provider agreement centers, 94.4% of the contract centers, 83.3% of the group homes, and 77.2% of the broker centers. According to facility size, the prevalence of this practice ranged from 84.7% for the medium centers to 91.7% for the small centers.

In 96.7% of the facilities, caregivers did not allow children to share food, eating or drinking utensils (Appendix I, Tables 168 and 169). In group homes, no children ate from the same portion of food or the same utensil. Caregivers did allow this to occur in 0.8% of the provider agreement centers, 3.1% of the contract centers, and 5.3% of the broker centers.

Areas for diapering were separated from food preparation areas in 97.1% of the facilities (Appendix I, Tables 170 and 171). They were separated in all group homes. They were not separated in 2.3% of the contract centers, 3% of the broker centers, and 3.8% of the provider agreement centers.

Nutrition/Meal Time. The food services in the facilities were observed to determine if there was compliance with the standard, "Meals and snacks are pleasant experiences which contribute to children's acceptance of a variety of food, conversational skills, proficiency in feeding themselves and general dining etiquette." Considering the ease with which it was possible to comply such measures as small initial servings with seconds available, the rates of compliance were surprisingly low on most of the measures for this standard. Some centers cited the rules for the USDA Child Care Food Program as a reason for noncompliance.

Meals were served to children seated in small groupings with caregivers in 73.4% of the facilities. This occurred in 100% of the group homes, 98.5% of the contract centers, 85.8% of the provider agreement centers and 81.9% of the broker centers (Appendix I, Table 172). Larger facilities tended to be less likely to comply with this standard than smaller facilities. The compliance rates were 86.4% for group day homes and very small centers, 78% for small centers, 75.3% for medium centers, and 63.3% for large centers.

The initial servings were small, drinks were offered with food, and seconds were available in 89.5% of the centers (Appendix I, Tables 173 and 174). This practice occurred in all group homes and in 98.5% of the contract centers. However, 14.2% of the provider agreement centers and 18.1% of the broker centers did not comply. The levels of compliance were similar for all facility sizes. The compliance rates were 93.9% for group day homes and very small centers combined, 89.7% for medium centers, 88.6% for large centers, and 88.5% for small centers.

Children were not hurried to finish eating and were allowed to engage in conversation during meal time in 90.6% of the facilities (Appendix I, Tables 175 and 176). Facilities complying with this practice included 99.5% of the contract centers, 92.5% of the provider agreement centers, 81% of the broker centers and 66.7% of the group homes. The rate of compliance was highest for small centers (95.2%) followed by medium and large centers (88.8% each), and group day homes and very small centers (86.4%).

The menus were planned, posted and shared with parents in 90.9% of the 506 facilities on which these data were collected (Appendix I, Tables 177 and 178). There was compliance with this measure by 95% of the provider agreement centers, 94.95 of the contract centers, 84.9% of the broker centers, and 66.7% of the group homes. Larger centers were more likely to comply than small centers. The rate of compliance with this measure was 94.9% for large centers, 91.7% for meduim centers, 88.6% for small centers, and 84.8% for group day homes and very small centers.

Children's (particularly toddlers') opportunity to feed themselves were consistent with their developmental levels in 97.8% of the 497 facilities in which these data were collected (Appendix I, Tables 179 and 180). All provider agreement centers met this standard compared to 98.9% of the contract centers, 95.7% of the broker centers, and 83.3% of the group homes. The percentage of the centers meeting this standard increased with the size of the center: 93.7% for group day homes and very small centers, 96.9% for small centers, 98.9% for medium centers, and 99.4% for large centers.

Parental Involvement. Activities of the facilities were assessed to determine compliance with the standard that the facility "... encourages participation of parents in the program and communicates to parents information about their child's adjustment/development." The measures of this standard pertained to written policies for parents, bulletin boards, and invitating to parents to participate.

The written policies that the facilities gave to parents were reviewed to determine if the policies included nine basic informational items: Hours and days of operation, child health policies, fees, complaint procedures, meal service, discipline, clothing, absences, and parent conferences. Group homes, which are smaller and less formal than centers, had the poorest level of compliance on all the written policy related items (Appendix I, Tables 181, 183, 185, 187, 189, 191, 193, 195 and 197). Of the six group day homes, five (83.3%) had written policies containing the basic informational items on hours and days of operation; three (50%) had policies covering child health practices, fees, and clothing; two (33.3%) addressed meal service and discipline in their policies; but none (0%) addressed parent conferences, complaint procedures and absences.

The hours and days of operation were described in written licies by 93.5% of the 504 facilities from which data were ollected (Appendix I, Tables 181 and 182). These included 91.9%

of the broker centers, 94% of the provider agreement centers, 94.9% of the contract centers and 83.3% of the group day homes. By facility size, 90.9% of the group day homes and very small centers, 91.7% of the medium centers, 92.8% of the small centers, and 96% of the large centers complied.

Of the 507 facilities on which data were collected, 87.6% had written descriptions of their child health policies (Appendix I, Tables 183 and 184). Among the 441 facilities in compliance were 84.9% of the broker centers, 88.8% of the contract centers, 91.6% of the provider agreement centers, and 50% of the group day homes. The percentage of centers complying increased as the licensed capacities increased, with the rates ranging from 72.7% for group day homes and very small centers to 93.2% for large centers.

Fee payments were specified in written policies for 452 of the 510 facilites on which data were collected (Appendix I, Tables 185 and 186). By purchase type, 88.3% of the contract centers, 88.8% of the broker centers, 90.9% of the provider agreement centers, and 50% of the group day homes describe fees in their written policies. There were significant differences by facility sizes with 68.2% compliance for group day homes and very small centers, 88.7% compliance for small centers, 92.7% compliance for large centers, and 94.8% for medium centers.

The complaint procedures were described in written policies by 46.1% of the 505 facilities on which data were collected (Appendix I, Tables 187 and 188). By purchase type, 64.4% of the contract centers, 36.7% of the provider agreement centers, and 34.6% of the broker centers complied with this measure. None of the group day homes had written complaint procedures. This was the one item most often omitted from the written policies shared with parents. Complaint procedures were included in the written policies of 37.9% of the group day homes and very small centers, 50% of the small centers, 50.5% of the medium centers, and 43.1% of the large centers.

The meal services were described in 82.5% of the policies of the 508 centers on which data were collected (Appendix I, Tables 189 and 190). By purchase type, the percentages of compliance were 82.1% for contract centers, 83.3% for the provider agreement centers, 84% for the broker centers and 33.3% for group day homes. By facility size, the percentages of compliance differed significantly. There were 63.6% compliance for group day homes and very small centers, 80.4% for small centers, 89.5% for medium centers, and 87.3% for large centers.

Only 65.2% of the 503 facilities on which data were collected had written policies which described their discipline practices (Appendix I, Tables 191 and 192). These included 61.7% of the broker centers, 67% of the contract centers, 69.2% of the provider agreement centers, and 33.3% of group day homes. The percentage of compliance differed significantly by facility size and increased as the licensed capacities increased. The percentages of compliance were 50% for the group day homes and very small centers, 58.7% for small centers, 64.6% for medium centers and 77.6% for large centers.

Written clothing policies existed in 404 of the 508 facilities in which data were collected (Appendix I, Tables 193 and 194). Except for group day homes (50% compliance), the percentages of compliance were similar across the purchase types with 78.9% for broker centers, 79.6% for contract centers, and 81.8% for provider agreement centers. However, the percentages of compliance differed significantly by facility size. These percentages ranged from 62.1% for group day homes and very small centers to 85.3% for large centers.

Absentee policies written policies in 407 of the 509 facilities on which data were collected (Appendix I, Tables 195 and 196). This number accounted for 80% of the facilities, but included no group day homes. By purchase type, 85% of the broker centers had written policies on absences compared to 79.2% of the provider agreement centers and 78.1% of the contract centers. The percentages of the facilities complying tended to increase as the licensed capacities increased. For the group day homes and very small centers, the compliance was 57.6% compared to 76.2% for the small centers, and 87.6% for the medium and large centers.

Parent conferences were included as a part of the the written policies for 378 of the 508 facilities on which data were collected (Appendix I, Tables 197 and 198). Written policies on parent conferences existed in 65.2% of the broker centers, 74.4% of the provider agreement centers, and 85.6% of the contract centers, but none of the group day homes. By facility size, written parent conference policies existed for 59.1% of the group day homes and very small centers, 74.9% of the small centers, 74% of the medium centers, and 79.9% of the large centers.

Observations were made to determine if the facilities maintained a bulletin board with current menus and activity notices. These bulletin boards were found to exist in 436 of the 510 facilities on which data were collected (Appendix I, Tables 199 and 200). One-third (33.3%) of the group homes, 75.5% of the broker centers, 91.8% of the contract centers, and 93.3% of the provider agreement centers had current bulletin boards. Larger facilities were more likely to have the bulletin boards than small ones. By facility size, 72.7% of the group day homes and very small centers, 82.8% of the small centers, 85.6% of the medium centers, and 92.7% of the large centers had bulletin boards.

Data collectors interviewed administrative staff and reviewed documentation in centers and group homes to determine if the facilities invited parents to participate in any way. Open invitations to the parents to visit existed in 71.6% of the facilities including 16.7% of the group homes, 65.3% of the provider agreement centers, 71.1% of the contract centers, and

78% of the broker centers (Appendix I, Tables 201 and 202). Large centers were more likely to have open invitations than small centers. These percentages ranged from 55.4% for the group day homes and very small centers to 80.9% for the large centers.

In 93.1% of the facilities, parents were invited to special events (Appendix I, Tables 203 and 204). One-third (33.3%) of the group homes, 90.1% of the provider agreement centers, 90.9% of the broker centers, and 99% of the contract centers invited parents to special events. Parents were invited to special events in 90.5% of the small centers, 90.8% of the group day homes and very small centers, 93.8% of the large centers, and 97.9% of the medium centers.

Parent meetings were held in only 57.4% of the facilities (Appendix I, Tables 205 and 206). Group day homes did not hold parent meetings. Parent meetings were held by 79.1% of the contract centers compared to 43.3% of the provider agreement centers and 45.5% of the broker centers. By facility size, 39.4% of the group day homes and very small centers, 53.6% of the medium centers, 54.8% of the large centers, and 69.2% of the small centers held parent meetings.

Information about their child's adjustment was shared with parents in 95.1% of the facilities (Appendix I, Tables 207 and 208). This included 66.7% of the group homes, 92.6% of the provider agreement centers, 93% of the broker centers, and 99.5% of the contract centers. Information of the child's adjustment was shared in 90.9% of the group day homes and very small centers, 94.9% of the large centers, 95.9% of the small centers, and 96.9% of the medium centers.

The method of involving parents that was used the least was facility work days (days on which groups gather at the facility to paint, do repairs, etc.). This method was used in only 19.4% of the facilities (Appendix I, Tables 209 and 210). None of the group homes held parent work days. Work days were held by 14.7% of the broker centers, 17.5% of the provider agreement centers, and 25.5% of the contract centers. By facility size, work days occurred in 13.8% of the group day homes and very small centers, 17.4% of the large centers, 21.1% of the medium centers, and 22.6% of the small centers.

Over half (55.4%) of the facilities used methods of parent participation other than or in addition to those described above (Appendix I, Tables 211 and 212). Other methods were used by 47.9% of the provider agreement centers, 50.5% of the broker centers, and 66.5% of the contract centers. Group homes used no methods in addition to those mentioned above. By facility size, 39.4% of the group day homes and very small centers, 53.7% of the large centers, 57.9% of the medium centers, and 62.3% of the small centers used other methods.

Of the 513 facilities, 508 (99.3%) invited the parents to participate in some way. Tables 13 and 14, shown below, summarizes the parent participation by purchase type and facility size.

TABLE 15

FACILITIES INVITING PARENTS TO PARTICIPATE IN SOME MANNER BY FACILITY SIZE

Facility	Number	Percentage
Group day homes and very small centers	64	96.97
Small centers	169	100.00
Medium centers	97	98.98
Large centers	178	98.89

TABLE 16

FACILITIES INVITING PARENTS TO PARTICIPATE IN SOME MANNER BY PURCHASE TYPE

Facility	Number	Percentage
Broker center	186	98.41
Contract center	196	100.00
Provider agreement center	121	99.18
Group day home	5	83.33

Facility staff were asked to explain the manner in they communicated with parents having a limited ability to understand standard English. A workable method of communication with parents having limited ability to understand English, such as translation by a bilingual teacher or volunteer, was described by 83.2% of the facilities (Appendix I, Tables 213 and 214). Only 33.3% of the group homes described a method of communicating with these parents. Among centers, percentages in which a method was described were similar by purchase type, with 83.1% for the contract centers, 83.8% for the provider agreement centers and 84.8% for the broker centers. There was more variation by facility size with 76.1% of the small centers, 76.9% of the group day homes and very small centers, 88.5 of the large centers, and 91.3% of the medium centers describing a method.

Missing documentation in centers and group day homes. Data collectors recorded the types of documentation that facilities were missing. The number of facilities with missing documentation and the percent they represent of the total centers in the sample are shown in the following table:

TABLE 17

NUMBER AND PERCENT OF FACILITIES WITH MISSING DOCUMENTATION (BASED ON 513 FACILITIES)

Area of Documentation	Number with Missing Documents	Percentage with Missing Documents
Caregiver education	139	27.1
Caregiver experience/tenure	87	17.0
Caregiver orientation	147	28.7
Caregiver training	76	14.8
Volunteer/Substitute orientation	200	39.0
Daily activities	78	15.2
Health plan	217	42.3
Parent involvement (facility policies)	83	16.2
Parent involvement (parent participation)	180	35.1
Licensing compliance	14	2.7
Other	38	7.4

Data collection time. The length of time to collect data from each facility was recorded. Data collection time averaged 355 minutes per facility (Appendix I, Tables 215 and 216). By purchase type, contract centers averaged 348 minutes, broker centers averaged 360 minutes, and provider agreement centers averaged 362 minutes. In group day homes, which are very small, data collections averaged 253 minutes. Large facilities required significantly more time than small ones. Group day care homes and very small centers averaged 309 minutes, small centers averaged 331 minutes, medium centers averaged 355 minutes, and large centers averaged 393 minutes. The total data collection time for centers and group day homes was 3,020 hours and 36 minutes (with data collection time missing for two centers).

FINDINGS FOR FAMILY DAY HOMES

The Day Care Service Control Facility Data Collection Instrument for Day Homes was used to collect data from family day homes (registered family homes and agency day homes). These homes included all three purchase types. The population, sample size and number of facilities for which instruments were completed (data collected) were as shown in Table 18 below.

TABLE 18

FAMILY DAY HOME - POPULATION, SAMPLE SELECTED AND SAMPLE ACHIEVED

	Population Size	Sample Selected	Actual Sample
Contract Day Homes	205	148	74*
Broker Day Homes	89	89	98*
Provider Agreement Day Homes	59	59	27
Total	353	296	199

* During the data collection period, contract day homes were phased out or changed to broker homes and a number of provider agreement homes stopped caring for DHS subsidized children.

Provider agreement family day homes were located in two regions, Regions 05 and 08. Broker family day homes were located in four regions, Regions 03, 05, 07 and 11. Contract family day homes were in five regions, Regions 03, 04, 05, 06, and 08. Only Region 05 had all three types of family day homes.

TABLE 19

REGIONAL DISTRIBUTION OF FAMILY DAY HOMES INCLUDING PERCENT OF HOMES IN STATE

Region Number	BDH		CDH		PDH	
	No.	%	No.	%	No.	%
01	0	0	0	0	0	0
02	0	0	0	0	0	0
03	3	3.1	19	25.7	0	0
04	0	0	14	18.9	0	0
05	49	50.0	25	33.8	9	33.3
06	0	0	9	12.2	0	0
07	7	7.1	0	0	0	0
08	0	0	7	9.5	17	63.0
09	0	0	0	0	0	0
10	0	0	0	0	0	0
11	39	39.8	0	0	0	0
12	0	0	0	0	0	0
Total	98	100.0	74	100.0	27	100.0

In entering the information on compliance, when negative aspects were not observed the home or caregiver was considered to be in compliance. This rule was followed even if the evidence of compliance was limited.

Capacity. The capacity of the family day homes ranged from 2 children to 12 children (Appendix II, Table 1). The median capacity of all the homes was 6 children. The most common capacity found (mode) was 6 children. By purchase type, the mean capacities were 5.41 for brokers, 5.47 for contracts, 5.96 for provider agreements, and 5.51 for all types. The maximum allowed according to licensing standard is six children, except in cases where preschool children have school-age siblings who are in care before and after school (a maximum of 12 children counting school-age siblings). When children under 2-years-old are in care, the maximum number of children allowed is reduced. Thus, 5 to 6 children was the expected average capacity.

Enrollment. The number of children enrolled ranged from one child to 10 children. The mode as well as the median number of children enrolled was five. The overall mean enrollment was 4.46 and the mean differed among the purchase types by less than one child (Appendix II, Table 2). While the enrollments of the largest portion of the homes (52.3%) were under capacity, 40.7% were at capacity and 7% were over-enrolled (Appendix II, Table 3). On the average, the homes were operating at 83.27% of capacity. Contract homes had the highest percentage of enrollment with 91.19% of capacity, followed by broker homes with 78.98% and provider agreement homes with 77.1% (Appendix II, Table 4). The mean number of unfilled spaces (under-enrollment) was 2.23 per home (Appendix II, Table 5). These outcomes were predictable since a home must operate near capacity for the caregiver to earn enough to continue the operation. Under-enrollment is a frequent cause for closing and it is likely that the homes which closed during the assessment period were ones with lower enrollments.

Ages served. The composition of family day home enrollments were 9.6% children 0- through 11-months-old, 15.2% children 12- through 17-months-old, 36.8% children 18- through 35-months old, 29.6% children 3- through 5-years-old and 8.8% children 6-years-old and older (Appendix II, Table 6). Many parents prefer family day home care for children under 3-years-old, and some centers view care of this age group as difficult and expensive. Thus, it is not surprising that 61.6% of the day home enrollment was children 0- through 35-months-old.

In 38.2% of the homes, children 0- through 11-months-old were served and children 12- through 17-months-old were served in 48.2% of the homes. The most commonly served age was 18- through 35-months-old, with 82.9% of the homes serving this age. The 3- through 5-years-old age group followed in frequency with 66.3% of the homes serving this age. The children 6-years-old and older were least likely to be be served in family day homes with only 23.1% of the homes serving them (Appendix II, Table 7). Thirty-seven percent (37%) of the provider agreement homes served children 6-years-old and older compared to 27% of the contract homes and 16.3% of the broker homes.

There were 199 caregroups in family day homes with each home having one caregroup. Table 20, shown below, indicates the reported distribution of caregroups by the predominant ages of the children in them.

TABLE 20

PREDOMINANT AGES BY CAREGROUPS

Predominant Age	Type Home							
	BDH		CDH		PDH		All Homes	
	No.	%	No.	%	No.	%	No.	%
0 - 11 months	3	3.1	1	1.4			4	2.0
12 - 17 months	7	7.1	9	12.2	5	18.5	21	10.6
18 - 35 months	44	44.9	43	58.1	13	48.1	100	50.3
3 - 5 years	39	39.8	17	23.0	4	14.8	60	30.2
6 years and over	4	4.1	2	2.7	2	7.4	8	4.0
Not specified	1	1.0	2	2.7	3	11.1	6	3.0
						Total	199	100.0

Among all the homes, Title XX children comprised 82.18% of the enrollment (Appendix II, Table 8). All the children enrolled in many homes were TDHS subsidized (Title XX) as reflected by the median and mode for the enrollment being 100%. The usual number of Title XX children enrolled was five (mode), while the median number was four and the mean 3.53 (Appendix II, Table 9).

There were 104 underenrolled homes in the sample of 199 homes (Appendix II, Table 10). These homes had 232 unfilled spaces. The sample also had 14 over-enrolled homes and these homes were over-enrolled by 24 children (Appendix II, Table 11).

Rates. The blended unit rates paid by TDHS were calculated for all the homes in the sample. The average unit rate across all purchase types was $9.30 (Appendix II, Table 12). Brokers had the highest average rate, $10.32, followed by provider agreements with $8.85, and contracts were lowest with $8.15.

Licensing compliance. Data were collected on the status of licensing compliance for 198 of the 199 homes in the sample. The homes were either registered by TDHS or certified by a sponsoring agency that TDHS had granted a Child Placing Agency (Day Care Only) License. The licensing status is shown by purchase type in Table 21 below.

TABLE 21

LICENSING STATUS OF DAY HOMES BY PURCHASE TYPE

Licensing Status	BDH No.	BDH %	CDH No.	CDH %	PDH No.	PDH %	All types No.	All types %
Has registration	60	61.9	43	58.1	8	29.6	111	56.1
Has certification	30	30.9	24	32.4	2	7.4	56	28.3
Has letter of approval	4	4.1	4	5.4	16	59.3	24	12.1
Has application pending	2	2.1	3	4.1	1	3.7	6	3.0
None of the above	1	1.0	0	0	0	0	1	0.5

Registration is a self-certification with visits from licensing only if a complaint is filed on the home. The agency homes were certified by a sponsoring agency (broker or other contractor). Thus it is not surprising that on the date of the visit, only one of the 191 homes on which the data were reported had a current citation for being out of compliance with licensing standards. This was a contract home and had been cited by the sponsoring agency.

Only 15 homes were reported as having been out of compliance during the year prior to the visit. Among these were 10 contract homes, 3 broker homes and 2 provider agreement homes. Since the child placing agency visited the homes regularly to check licensing compliance, one would expect the contract centers to have received more citations related to licensing standards. Of these 15 homes, 13 had corrected the noncompliance within the specified time frame. The one which did not meet the time frame was a broker home. The registration was on probation for one broker home and the certification was on probationf for one contract home.

Caregivers Per Family Day Home. There were 204 caregivers in the 199 family day homes in the study. Homes rarely had more than one caregiver. The number of caregivers per family day home ranged from one to three with a mean of 1.03 caregiver per home (Appendix II, Table 13).

Caregiver Requirements. The Day Care Provider Service Delivery Standards (Appendix IV) required caregivers to meet all of the following:

- Ability to read and write.

- At least six months of experience working with children other than her own children in a day care setting, or twenty-four (24) hours of training are acquired during the first six months of operation.

- The caregivers has three written references on file verifying character, ability, and experience.

In 191 (96%) of the 199 homes, the primary caregiver could read and write in some language. Provider agreements had the greatest number of homes (four) with caregivers who were unable to read and write. There were two broker homes and two contract homes in which the primary caregiver was unable to read and write.

All but ten primary caregivers (5%) had six months or more of experience caring for children other than their own (Appendix II, Table 14). The family day homes in which the primary caregivers complied with this criterion included 27 provider agreement homes (100%), 71 contract homes (95.9%), and 91 broker homes (92.9%).

Only 34 homes (18%) had caregivers who had received 24 hours of training during the first six months of operation. These included 18 broker homes representing 18.9% compliance, 13 contract homes representing 19.4% compliance, and three provider agreement homes representing 11.1% compliance. The average number of hours of training that caregivers acquired during the first six months of operation was 12.77 hours (Appendix II, Table 15). The was a significant difference (ANOVA) by purchase type in the number of hours of training caregivers received during this period. The averages were 10.64 hours for broker homes, 11.55 hours for provider agreement homes, and 16.55 hours for contract homes. Six hours of training (mode) was the amount most commonly achieved by caregivers during the first six months of day home operation with a range of one to 47 hours. Contract homes were the only ones in which caregivers had more than 22 hours.

The caregivers had three written references in 96.5% of the 198 homes for which data were collected on this item. Of these 191 homes, 91 were brokers (93.8% compliance), 73 were contracts (98.6% compliance), and 27 were provider agreements (100% compliance).

Supervisor Requirements. The Day Care Provider Service Delivery Standards (Appendix IV) specified that the supervisor for a child placing agency (day care only) should met one of the following criteria:

1. An associate or higher degree in early childhood education or child development.

2. A TEA certification as a teacher of young children, a

kindergarten or early childhood endorsement and one year of paid experience in an early childhood program.

3. Two years paid experience while working under a trained caregiver as described in 1 or 2 above, or while working on a CDA or degree in child development or early childhood education.

4. Twelve semester hours credit in child development or the equivalent that may be accumulated in one full year of high school child development gainful employment training.

5. One year of direct paid child care experience and six semester hours as described in 4 above.

Although this requirement was only specified in the standards for child placing agencies, it was assessed for all homes in a system under the auspices of a sponsoring agency.

There were 27 provider agreement homes in the sample, but only 26 on which this data were reported. Of these 26 homes, the item was not applicable for 25 (Appendix II, Table 16). Since a provider agreement home is seldom under the umbrella of a sponsoring agency, "not applicable" was not a surprising response for these homes. There were 18 broker homes and 34 contract homes for which this item was responded as "not applicable" even though they were under the auspices of a sponsoring agency. In this latter instance, the "not applicable" entry could have meant that the supervisor met none of the requirements. The high number of inappropriate data entries on this item strongly influences the accuracy of percentages of compliance and may make these percentages appear higher than they actually were.

Overall, 60.9% of the family day homes had supervisors who met one of the required criteria. Supervisors with associate or higher degrees in child development or early childhood education (CD/ECE) were available to 30 broker homes, four contract homes, and one provider agreement home representing 30.9%, 5.4% and 3.8% respectively of these homes (Appendix II, Table 16). No supervisors were reported to have TEA certifications. The supervisor for seven broker homes (7.2%) and 11 contract homes (14.9%) had two years paid experience while working under a trained caregiver or while working toward a child development or early childhood degree. Five contract homes (6.8%) and 35 broker homes (36.1%) were supervised by persons with 12 semester hours of CD/ECE or the equivalent. Persons with six semester hours of CD/ECE or equivalent supervised seven broker homes (7.2%) and 20 contract homes (27.0%).

Caregiver Training. Homes in family day home systems, i.e under the auspices of a broker or child placing agency, were assessed to determine whether the system had developed an annual training for the caregivers. Of the 199 family day homes, 180 homes were reported as being part of a family day home system, (child placing agency or broker). The systems had training plans that applied to 80 homes of these 180 homes (44.4%). Homes for which the systems had training plans included 49 broker homes (51%), 25 contract homes (33.8%) and six provider agreement homes (60%). In 28 broker homes, the plans were developed and the training provided but the broker did not confer with TDHS on the plan.

The participation of caregivers from independent homes (not associated with a system) in training which met service control standards was reported for 165 of the 199 homes (Appendix II, Table 17). Since 180 of the 199 homes were reported as part of family day home systems, this item was apparently grossly over reported for all except provider agreements homes (all broker and contract homes are part of a system). Few provider agreement homes are part of a system, but this item was reported as not applicable to 16 provider agreeement homes (59.3%) of these homes. This suggests substantial under reporting of this item for provider agreement homes. Possibly what is report for this item is the training that caregivers received from sources other than family day home systems. Of the 165 homes, 153 participated (76.9%)in training that met standards, including 77 broker homes (78.6%), 66 contact homes (89.2%) and 10 provider agreement homes (37%).

The total hours of training caregivers received per year were reported for 179 homes (Appendix II, Table 18). On the average (mean), caregivers received 19.90 hours of training during the year (12 months prior to the visit). The number of hours varied significantly (ANOVA) by purchase type, with an average of 12.39 training hours per caregiver in broker homes, 17.48 hours in provider agreement homes, and 30.98 hours in contract homes. The number of hours per caregiver ranged from one hour to 99 hours with 15 hours being most common (mode).

Group Size. For registered family homes, data were gathered on whether the group sizes set in the service control standard were met. Table 22, shown below, contains the combined group size allowed by the standard.

TABLE 22

GROUP SIZES FOR REGISTERED FAMILY HOMES

Number of Children by Ages			
0--18 mos.	18 mos.--4 yrs.	5--13 yrs	Total
0	6	4	10
1	5	4	10
2	4	2	8
3	2	2	7
3	3	1	7

Data on compliance with the above group sizes were reported for 48 homes. Of these, 45 homes (93.8%) did not exceed the maximum numbers given in the Table 22 combinations while three homes did exceed them. The three homes that exceeded the group sizes were broker homes.

For family day homes regulated as agency homes (Minimum Standards, Family Day Homes), data were collected on whether they exceeded the group sizes shown below in Table 23.

TABLE 23

GROUP SIZE FOR AGENCY HOMES

Number of Children by Ages		
Infants under 18 mos.		Children 18 mos. to 14 yrs.
0	and	6
1	and	5
2	and	4
3	and	3
4	and	0

Data on compliance with the above group sizes were reported for 161 homes. Of these, 157 homes (97.5%) did not exceed these maximum, but four homes did exceed them, including one broker home and three contract homes. After Januanry, 1986, only the less stringent registered family home group sizes were applicable. Thus, it is possible that the four homes in noncompliances on the agency home group sizes would be in compliance on the currently required group sizes.

The actual sample on which data were collected included 199 family day homes. However, group size compliance data were reported on 48 homes in regard to compliance with registered family home group sizes and and on 161 homes in regard to compliance with agency home group sizes (total of 209). For some reason, 10 homes were assessed on both criteria. Since the agency home group sizes are more stringent these double entries do not lessen the portion in compliance but may have slightly increased the number in noncompliance with agency home group sizes.

The number of children per caregiver averaged slightly over four children (mean of 4.37) and ranged from one to 10 children (Appendix II, Table 19). The most common number (mode) of children per caregiver was five.

Caregiver Physical Capabilities. Caregivers' physical ability to perform seven tasks were evaluated for 195 caregivers. A few caregivers were unable to meet the requirements. The highest level of noncompliance was among caregivers who were unable to stay on their feet for long periods of time (six caregivers). Table 22, shown below, summarizes the lack of capabilities reported.

TABLE 24

CAREGIVERS IN NONCOMPLIANCE WITH PHYSICAL CAPABILITY REQUIREMENTS BY TYPE HOME

Physical Capability	BDH	CDH	PDH	All Types	
	Number	Number	Number	Number	%
Bend or stoop	3	1	0	4	2.1
Be on feet for long periods of time	2	4	0	6	3.1
Stretch/reach above his/her head	1	0	1	2	1.0
Tie shoes, buckle small buckles, button buttons	0	0	0	0	0.0
Pick up small items	0	0	0	0	0.0
Lift a 30-40 lb. child	2	1	1	4	2.1
Work in noisy surroundings	1	3	0	4	2.1

Home Type: BDH, CDH, PDH

Activity Dimensions. Caregroups in the family day homes were assessed regarding whether the observed activities and/or the daily schedules included outdoor and indoor activities, active and quiet times, self-directed and caregiver-directed activities, and individual and group activities. Out of 199 family day homes, 16 homes (representing 8% of the total) did not comply regarding outdoor activities. All provider agreement homes offered outdoor activities, but six broker homes (6.1%) and 10 contract homes (13.5%) did not offer them. Of the 199 homes, only two contract homes (1% of the total homes) failed to offer indoor activities.

Active time was provided in 187 family day homes (94%), including all provider agreement homes. Eight broker homes and four contract homes did not offer active time representing 8.2% and 5.4% respectively of these homes.

All contract and provider agreement family day homes offered quiet times. Five broker homes (5.1%) did not offer quiet times. The overall percentage of homes offering quiet times was 97.5%.

Only 4.5% of the family day homes did not offer children self-directed activities. Of these nine homes, seven were broker homes and two were provider agreement homes which represented 7.1% of the broker homes and 7.4% of the provider agreement homes.

Caregiver-directed activities were not offered by 20 family day homes, representing 10.1% of all the homes. This included 10 broker homes (10.2%), eight contract homes (10.8%) and two provider agreement homes (7.4%).

Individual activities were not provided in 21 (10.7%)of the 197 family day homes on which these data were reported. The homes not offering individual activities included 12 broker homes (12.5%), eight contract homes (10.8%) and one provider agreement homes (3.7%).

Thirty-six of the 198 family day homes (18.2) on which the data were reported lacked group activities. These homes included 18 broker homes (18.6%), 15 contract homes (20.3%) and three provider agreement homes (11.1%).

TABLE 25

BALANCED DAILY ACTIVITIES OFFERED BY TYPE OF HOME

Activity Dimension	Home Type							
	BDH		CDH		PDH		All Homes	
	No.	%	No.	%	No.	%	No.	%
Outdoor	92	93.9	64	86.5	27	100.0	183	92.0
Indoor	98	100.0	72	97.3	27	100.0	197	99.0
Active	90	91.8	70	94.6	27	100.0	187	94.0
Quiet	93	94.9	74	100.0	27	100.0	194	97.5
Self-directed	91	92.9	74	100.0	25	92.6	190	95.5
Caregiver-directed	88	89.8	66	89.2	25	92.6	179	89.9
Individual*	84	87.5	66	89.2	26	96.3	176	89.3
Group*	79	81.4	59	79.7	24	88.9	162	81.8

*Data were only reported for 197 homes on the individual activities and 198 homes on the group activities items.

Developmental Activities. Daily activities were assessed through observations and reviews of daily plans to determine whether children in the family day homes were being offered activities to promote their development in the areas of creative expression, positive self-concept, social skills, cognitive skills, communication skills, health/safety habits, and physical development. A total of 39 homes (19.6%) were not offering activities that involved creative expression. This included 21 broker homes (21.4%), 17 contract homes (23%), and one provider agreement home (3.7%).

Positive self-concept related activities were lacking in 19 of the 198 family day homes on which these data were collected, representing 9.6% of the total homes. These homes included 13 broker homes (13.3%), five contract homes (2.5%), and one provider agreement home (3.7%).

In the area of social skills, 16 of 198 family day homes (8.1% of the total) were lacking activities. This included 12 broker homes (12.2%), three contract homes (4.1%) and one provider agreement home (3.7%).

Activities related to cognitive skills were lacking in 23 of 198 family day homes representing 11.6% of the total. These homes included 12 broker homes (12.2%), nine contract homes (12.3%), and two provider agreement homes (7.4%).

In the area of communication skills, 12 of 198 family day homes (6.1% of the total) were lacking activities. Nine broker homes (9.2%) and three contract homes (4.1%) did not offer these activities while all provider agreements offered them.

Activities related to health/safety habits were lacking in 15 of 197 family day homes representing 7.6% of the total. All provider agreement homes provided activities related to health/safety habits, but five broker homes (5.1%) and 10 contract homes (13.9%) did not.

Physical development activities were lacking in 11 of 198 family day homes representing 5.6% of the total homes. Six broker homes (6.1%) and five contract homes (6.8%) did not offer physical development activities. However, all provider agreement homes offered them.

TABLE 26

DEVELOPMENTAL ACTIVITIES OFFERED BY TYPE OF HOME

Activity (homes reported)	Type Home							
	BDH		CDH		PDH		All Homes	
	No.	%	No.	%	No.	%	No.	%
Creative expression (199 homes)	77	78.6	57	77.0	26	96.3	160	80.4
Positive self-concept (198 homes)	85	86.7	68	93.2	26	96.3	179	90.4
Social skills (198 homes)	86	87.8	70	95.9	26	96.3	182	91.9
Cognitive skills (198 homes)	86	87.8	64	87.7	25	92.6	175	88.4
Communication skills (198 homes)	89	90.8	70	95.9	27	100.0	186	93.9
Health/safety habits (197 homes)	93	94.9	62	86.1	27	100.0	182	92.4
Physical development (198 homes)	92	93.9	68	93.2	27	100.0	187	94.4

Each family day home was assessed regarding whether activities appropriate for the children's developmental levels were offered. This assessment included an observation of activities, the review of plans and a check of activity supplies. Activities appropriate for the children's developmental levels were lacking in 8% of the homes including 11 broker homes and five contract homes (Appendix II, Table 20). All provider agreement homes provided activities appropriate to the children's developmental levels.

The provision of equivalent developmentally appropriate experiences for handicapped children was also assessed. Most homes did not have handicapped children in care which creates doubt regarding the validity of the information collected on this criterion. In only 6.3% of the homes (3 broker homes) were equivalent experiences not offered. All three of these were broker homes. These findings do imply that the homes were aware that handicapped children needed equivalent developmentally appropriate experiences.

Caregiver/Child Interaction. The interaction of caregivers with children were assessed to determine whether interactions occurred in a manner that fostered children's growth and development. Criteria relative to respect, communication, recognition of efforts, dealing with feelings, affection and activity transitions were used to measure the interactions. The measure that caregivers encourage respect for self, property and the rights of others was met by 188 of the family day homes. This number represents 94.9% of the homes. Except for nine broker homes (9.2%) and one contract home (1.4%), all homes met this criterion.

The best level of compliance was found with the measure that caregivers communicate in a language and manner which children understand. There were 194 homes (97.5% of the total) in compliance for this measure. Only five broker homes (5.1%) did not comply while all contract and provider agreement homes complied.

Caregivers helped each child recognize and appreciate his or her own efforts/accomplishments in 174 family day homes representing 87.4% of all the homes. The variance in levels of compliance was significant (Chi-Square) by the type of home. All provider agreement homes complied, but 21 broker homes (21.4%) and four contract homes (5.4%) did not comply.

For the measure stating that caregivers recognize children's feelings and help children deal with those feelings, there was significant variance (Chi-Square) in the levels of compliance by types of home. All provider agreement homes complied. Noncompliance was found in 25 broker homes (25.5%) and 11 contract homes (14.9%).

In 191 homes representing 96% of the total homes, caregivers were found to be in compliance with the measure, "caregivers express respect for and affection toward children." All contract and provider agreement homes complied with this measure but eight broker homes (8.2%) were not in compliance.

The poorest compliance was found for the measure, "caregivers provide for smooth transition from activity to activity." Only 149 family day homes (75.3%) were in compliance. There was significant variance (Chi-Square) in compliance by type of home. All provider agreement homes were reported as complying, while 39 broker homes (39.8%) and 10 contract homes (13.7%) were not.

TABLE 27

SUMMARY OF COMPLIANCE WITH CRITERIA FOR CAREGIVER/CHILD INTERACTION BY TYPE OF HOME

Measure	Type Home			All Homes	
	BDH	CDH	PDH		
	%	%	%	No.	%
Encourage respect for self, property, rights of others	90.8	98.6	100.0	188	94.9
Communicate in a language and manner which children understand	94.9	100.0	100.0	194	97.5
Help each child to recognize and appreciate own efforts/ accomplishments	78.6	94.6	100.0	174	87.4
Recognize children's feelings and help children deal with those feelings	74.5	85.1	100.0	163	81.9
Express respect for and affection toward children	91.8	100.0	100.0	191	96.0
Provide for smooth transitions from activity to activity	60.2	86.3	100.0	149	75.3

Physical Environment. The family day homes were assessed to determine whether the home and/or its sponsoring agency ensured that the indoor and outdoor environment contained equipment and materials which the children could act upon to meet their developmental needs. The first measure was "Indoor environment is well lit, well ventilated, and allows child proof space for children to play." (Appendix IV). Of the 199 homes, 169 homes (84.9%) were in total compliance on this measure (Appendix II, Table 21). This group included 79 broker homes (80.6%), 64 contract homes (86.5%), and 26 provider agreement homes (96.3%). Eight homes, including seven broker homes (7.1%) and one contract home (1.4%), were neither well lit, well ventilated, nor had adequate child proof space. Homes not complying with this measure were most likely to be poorly lighted with 22 homes (11%) reported as not well lit. This was followed by nine homes (4.5%) which were not well ventilated and nine homes (4.5%) which were not adequately child proofed.

In 83.4% of the homes (166 homes) play equipment and materials were arranged within the children's reach so that they could select and return items easily. Seventy-seven (77) broker homes (78.6%), 65 contract homes (87.8%), and 24 provider agreement homes (88.9%) were in compliance with this measure.

In 154 family day homes (representing 77.4% of the total), the equipment and materials were in sufficient quantity and were appropriate for the developmental levels of the children for which they were intended. Of the homes complying with this measure, 74 were broker homes (75.5%), 59 were contract homes (79.7%), and 21 were provider agreement homes (77.8%). In 15 homes (7.5% of the total), both sufficient quantity and developmental appropriateness were lacking. These 15 homes included eight broker homes (8.2%), six contract homes (8.1%), and one provider agreement homes (3.7%). Six homes (3%) had sufficient quantity but lacked developmentally appropriate items including two each of broker (2%), contract (2.7%) and provider agreement (7.4%) homes. Another 24 homes (12.1%) had developmentally appropriate items but the quantity was insufficient. Included in this group of homes were 14 broker homes (14.3%), seven contract homes (9.5%), and three provider agreement homes (11.1%).

The equipment and materials were complete, in good repair and clean in 157 family day homes which represented 78.9% of the total homes (Appendix II, Table 22). There were 73 broker homes (74.5%), 59 contract homes (79.7%), and 25 provider agreement homes (92.6%) which complied with this measure. Equipment and materials were incomplete in 36 homes (18.1% of the total), in poor repair in 27 homes (13.6%) and unclean in 21 homes (10.6%).

Data were reported for 130 of 199 family day homes on the measure regarding the provision of equipment and materials for equivalent experiences for handicapped children. Of these 130 homes, 81 were offering materials and equipment for equivalent experiences including 29 of 46 broker homes (63%), 32 of 57 contract homes (56.1%), and 20 of 27 provider agreement homes (74.1%).

Health and Safety. The Day Care Provider Service Delivery standards (Appendix IV) required the caregiver and/or agency staff to insure that children are not exposed to health and safety hazards or allowed to create them. The first measure of this related to whether the agency/home had a plan which included provisions for daily health checks and for reporting child abuse/neglect. On this measure, 172 homes (86.4% of the total) had plans with provisions for both health checks and reporting abuse/neglect. These homes included 96 broker homes (98%), 57 contract homes (77%), and 19 provider agreement homes (70.4%). Seventeen homes (8.5% of the total) did not have health plans with either of these provisions including two broker homes (2%), eight contract homes (10.8%), and seven provider agreement homes (25.9%). Nine contract homes had plans with provisions for health checks but not for reporting abuse/neglect, and one provider agreement home had provisions for reporting abuse/neglect but not for health checks.

The sponsoring broker or child placing agency's health related plan were shared with 169 of 180 family day homes to which they were reported as being applicable. This included 94 of 96 broker homes, 66 of 74 contract homes, and nine of 10 provider agreement homes. It is unclear regarding who provider agreement homes considered as a sponsoring agency (perhaps TDHS) when they reported this to the data collector since fewer than ten were under the auspices of either a broker or child placing agency.

In 178 family day homes (89.4% of the total), children were checked upon arrival for any signs of illness, injury, or evidence of abuse or neglect. These included 96 broker homes (98%), 59 contract homes (79.7%), and 23 provider agreement homes (85.2%).

Caregivers stopped children who were engaged in unsafe activities in 195 family day homes which represented 98.5% of the total. This was done in all contract and provider agreement homes, but caregivers in three broker homes did not stop such activities.

In 175 family day homes (88.4% of the total), caregivers suggested and demonstrated ways for children to help maintain a safe environment. This occurred in all provider agreement homes, but not in 17 broker homes (17.5%) and in six contract homes (8.1%).

Caregivers did not allow children to share food, eating or drinking utensils in 187 of 196 family day homes (95.4%). Of the nine homes where this was allowed, seven were contract homes (9.5%), one was a broker home (1%) and one was a provider agreement home (3.8%).

In 186 of the 188 family day homes (98.9%) for which these data were reported, the diapering areas were separate from the food preparation areas. Diapering areas were reported as not being separated in one broker (1.1%) and one contract home (1.4%). All were separated in the provider agreement homes. This data was not reported for all homes because some were not caring for children in diapers.

The caregiver, family and substitutes had a current TB test according to the specifications of the local health department in 175 of 197 family day homes (88.8%). Data were not reported for two of the 98 broker homes. The homes which complied included 90 broker homes (93.8%), 61 contract homes (82.4%), and 24 provider agreement homes (88.9%). Noncompliance most often occurred because the family lacked the TB test. Caregivers lacked the TB test in 10 homes, and in nine homes substitutes had not had the test. Seven homes, including those counted by type of individual above, were in total noncompliance with this measure including three broker homes (3.1%) and four contract homes (5.4%).

There were current fire and health inspections on file which indicated approval of the homes for 182 of 198 family day homes (91.9% of the total) with one broker home observation missing.

The homes in compliance with this measure included 90 broker homes (92.8%), 69 contract homes (93.2%), and 23 provider agreement homes (85.2%). Five homes lacked inspections granting approval for child care on both fire and health requirements, including one contract home and two each of broker and provider agreement homes. Five homes (three contract and two provider agreement homes) had health approval inspections but lacked fire approval inspections. Another six homes (one contract home and five broker homes) had fire approval inspections, but lacked health approval inspections.

Nutrition and Mealtime. One of the Day Care Provider Service Delivery Standards specifies that "Meals and snacks are pleasant experiences which contribute to children's acceptance of a variety of food, conversational skills, proficiency in feeding themselves and general dining etiquette." (Appendix IV). In 182 of the 197 family day homes (92.4%), meals were served to children seated in small groupings with their caregivers. This included 89 broker homes (91.8%), 68 contract homes (91.9%), and 25 provider agreement homes (96.2%).

The initial servings of food were small, drinks were offered with the food, and second helpings of food were available in 194 of 197 family day homes (98.5%). Of the three homes reported as not meeting this requirement, two were broker homes (2.1%) and one was a contract home (1.4%).

Children were not hurried to finish eating and were allowed to engage in conversation during mealtime in 192 or 197 family day homes (97.5%). There were five homes in which this did not occur, including one contract home (1.4%) and four broker homes (4.1%).

Only 122 of 197 family day homes (61.9%) planned, posted, and shared menus with parents. Of the 75 homes which did not meet this requirement, 42 were broker homes (43.3%), 30 were contract homes (40.5%), and three were provider agreement homes (11.5%).

In 187 of the 198 family day homes (94.4%), the meals served met the nutritional requirements specified by reference to the licensing standards. These homes included 93 broker homes (94.9%), 69 contract homes (93.2%), and 25 provider agreement homes (96.2%).

Parental Involvement. The agencies and homes were assessed for whether parents were encouraged to participate in the program, and whether information was communicated to parents about their children's adjustment and development. This included requiring the family day home agency to share each child's progress with his or her parents on an ongoing basis and to document each child's progress semiannually. Of the 199 family day homes, this requirement was reported as applicable to 185 including 15 provider agreement homes, 74 contract homes and 96 broker homes. Since this requirement only applied to agencies and fewer than 15 provider agreement homes were under the auspices of brokers or child placing agencies, this group was over reported on this requirement. This may have reduced the percentage of compliance for provider agreement homes. The overall compliace level has also been affected by this over reporting. Thus, it is recommended that greater attention be paid the findings for broker homes and contract homes than to the overall findings and those for provider agreement homes.

In 120 of the 185 homes (64.9%), the children's progress was documented semiannually and reported to parents on an ongoing basis. This number included 70 broker homes (72.9%), 45 contract homes (60.8 %), and five provider agreement homes (33.3%). Thirty-three homes neither performed the semiannual documentation of the children's progress nor reported to parents regarding their children's progress. These homes included nine broker homes, 19 contract homes and five provider agreeement homes. The child's progress was shared on an ongoing basis but not documented in 32 homes, including 17 broker homes, 10 contract homes and five provider agreement homes.

In 183 family day homes (92% of the total), the caregiver shared a completed day home policy agreement with the parents. This included 95 broker homes (96.9%), 69 contract homes (93.2%), and 19 provider agreement homes (70.4%).

Only 111 family day homes (55.8% of the total) maintained a designated area where daily schedules and emergency notices were available to the parents. The homes in compliance included 58 broker homes (59.2%), 36 contract homes (48.6%), and 17 provider agreement homes (63%).

Parents were invited to participate in family day home's child care delivery by 178 homes (89.4%), including the 78 homes (39.2%) that offered more than one type of participation. Parents were invited to participate in 84 broker homes (85.7%), in 71 contract homes (96%), and 23 provider agreement homes (85.2%). More than one type of participation was offered by 20.4% of the broker homes, 56.8% of the contract homes and 59.3% of the provider agreement homes.

Data Collection Time. The length of time to collect data from each family day home was recorded. Data collection averaged 200 minutes per facility (Appendix II, Table 12). The amount of time required varied significantly (ANOVA) by type of home, and averaged 197 minutes for broker homes, 191 minutes for contract homes and 237 minutes for provider agreement homes. Based on the standard deviations, the amount of time required could be expected to deviate by less than one hour. Thus, a half day per home was a workable time allowance. The total data collection for family day homes took 664 hours to complete.

SUMMARY, DISCUSSION AND IMPLICATIONS

This chapter summarizes the findings and implications of this study in relation to certain broad questions. In general, these a address description of certain operational characteristics of the facilities, and the measurement of facilities' performance based on the Day Care Provider Service Delivery Standards (proposed service control standards). Within centers and group day homes, the performance of caregroups on group size, daily activities and physical environment were examined relative to the predominant ages of the enrolled children. The relationship of facility type, purchase type and center size to performance are also examined. Discussions of the implications are interspersed among the summaries of the findings in this chapter.

Operational Characteristics of the Facilities

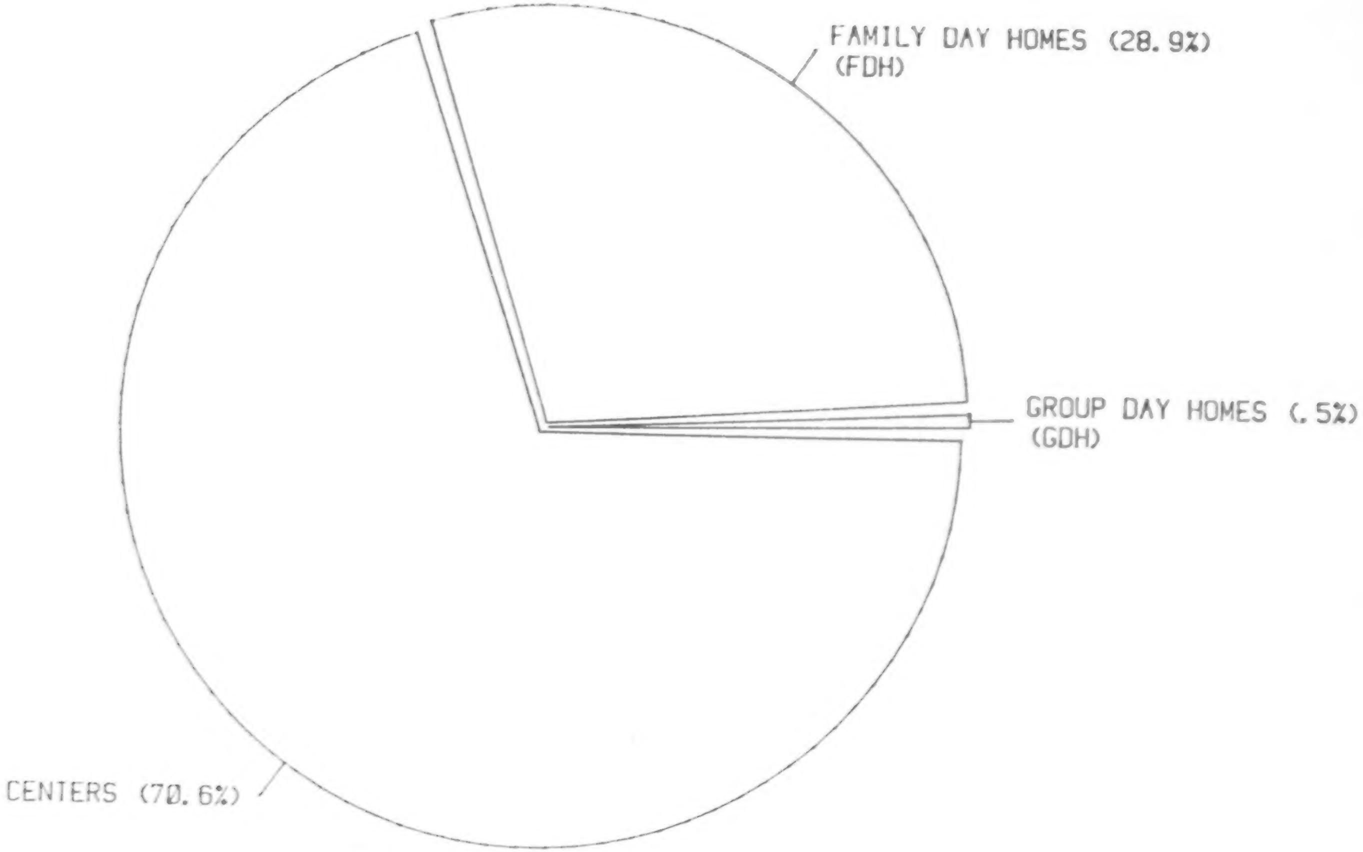
Facility Type and Purchase Arrangement. Day care is purchased by TDHS from centers, group day homes and family day homes through contract, broker and provider agreement arrangements. When the study began in August, 1985, TDHS had purchase arrangements with 1220 facilities. By facility type and purchase arrangement, the facilities were distributed as follows:

1. Centers -- 70.6%
    - Contract centers -- 27.9%
    - Broker centers -- 42.8%
    - Provider agreement centers -- 29.3
2. Group day care homes -- 0.5%
    - Contract group day homes -- 16.7%
    - Broker group day homes -- 66.7%
    - Provider Agreement group day homes -- 16.7%
3. Family day homes -- 28.9%
    - Contract family day homes -- 58.1%
    - Broker family day homes -- 25.2%
    - Provider agreement family day homes -- 16.7%

In January 1986, all contract family day homes in the study became broker family day homes.

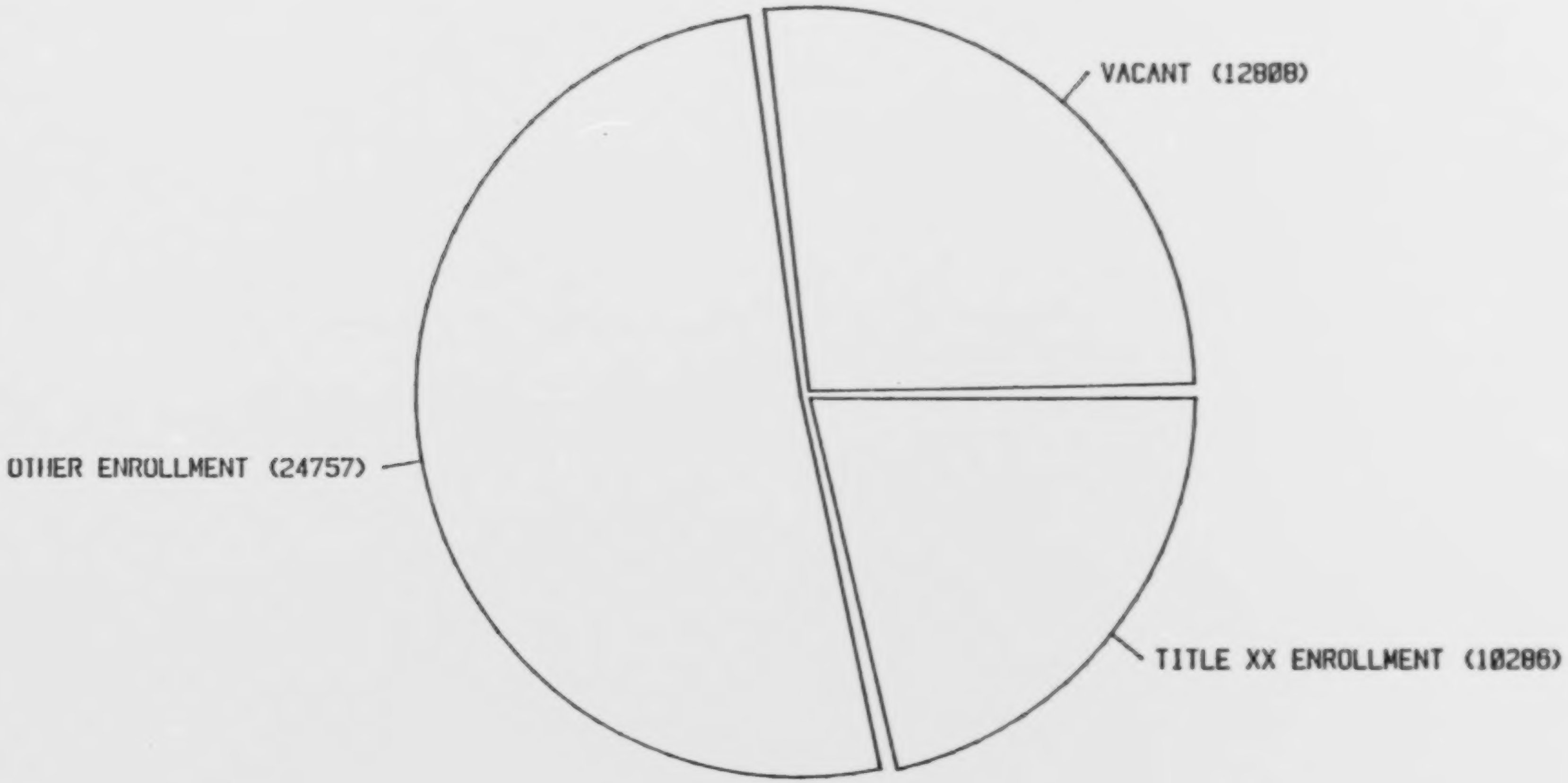
Capacity and Enrollment. The portion of the facility' enrollment that is composed of Title XX children can effect that facility's willingness to make changes requested by DHS. The data collected from the facilities in the sample included facility capacity, total enrollment and Title XX enrollment numbers. The capacity of all the centers was 47,851 children with 35,043 enrolled. Of those enrolled, 10,286 (29.4%) were Title XX

TYPE OF FACILITIES WITH TDHS PURCHASE ARRANGEMENTS



TOTAL CAPACITY AND ENROLLMENT OF FACILITIES

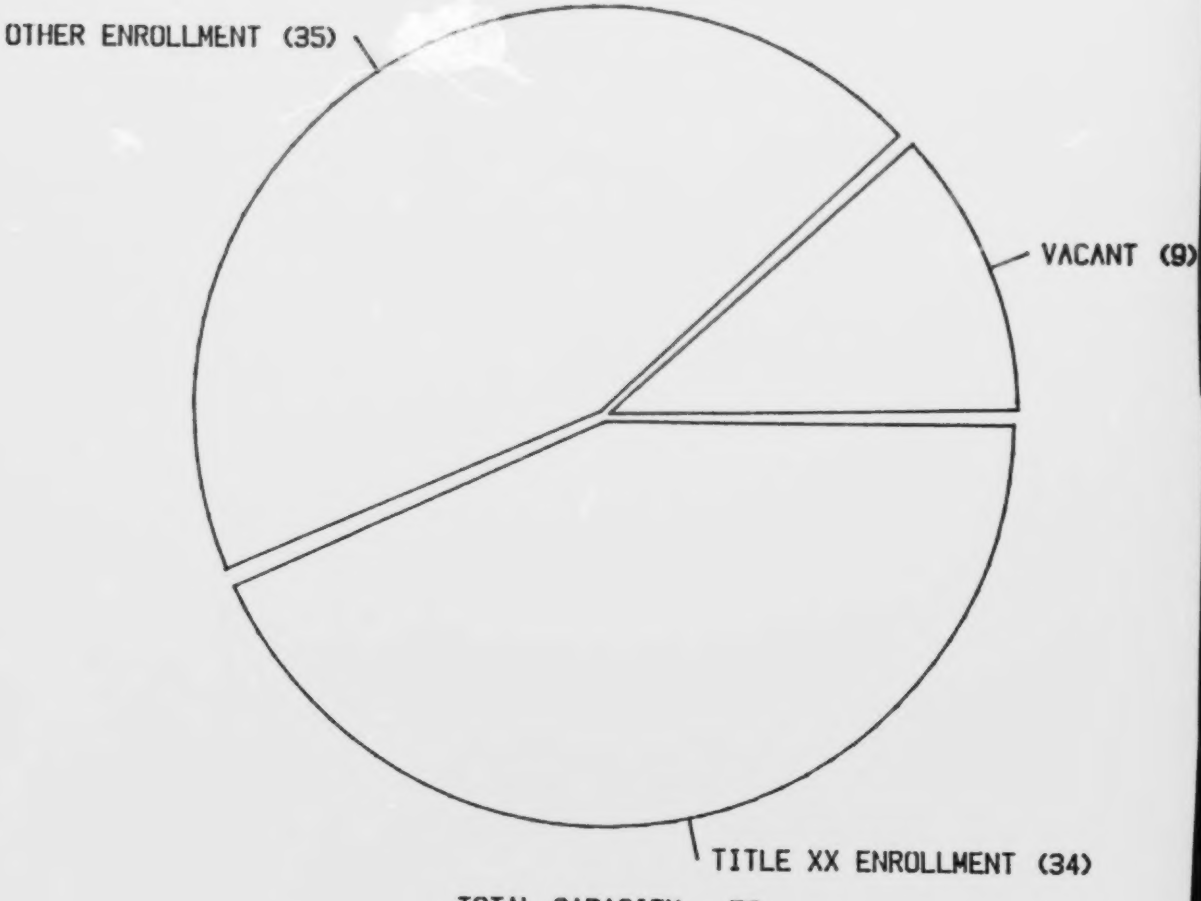
CENTERS



TOTAL CAPACITY = 47,851

TOTAL CAPACITY AND ENROLLMENT OF FACILITIES

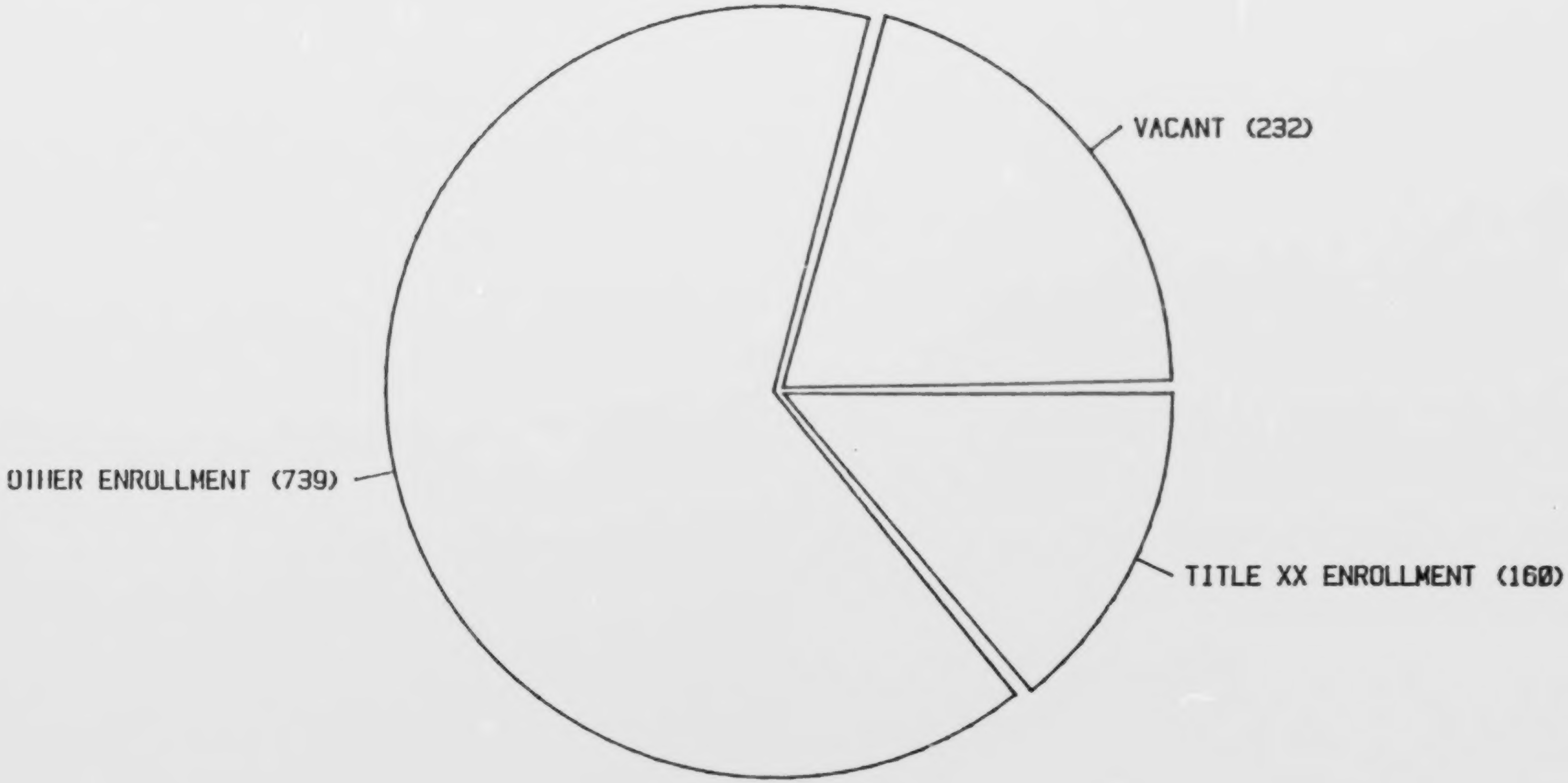
GROUP DAY HOMES



TOTAL CAPACITY = 78

TOTAL CAPACITY AND ENROLLMENT OF FACILITIES

FAMILY DAY HOMES



TOTAL CAPACITY = 1,131

children. All the family day homes had the capacity for 1131 children with 899 enrolled. Of those enrolled, 739 (79.5%) were Title XX children. The total capacity of the group day homes was only 78 children with 69 children enrolled, 34 (49.3%) of whom were Title XX children.

Nearly three-fourths of the Title XX children were enrolled in contract day care centers (73.6%). Both broker and provider agreement centers enroll larger numbers of Title XX children than family day homes. Since January 1986, the vast majority of the Title XX children in family day homes have been in broker homes. A very small percentage of Title XX children receive care in group day homes. This distribution of Title XX children indicates that establishing appropriate service control standards for centers, especially contract centers, has the greatest potential for influencing the quality of care received by children for whom TDHS purchases care. Group day homes serve a very small percentage of the Title XX children and it does not seem expedient to develop a separate set of service control standards for them. Since the findings of this study imply that group day home operations are very different from those of centers, for the purposes of service control group day homes should be subject to the same the standards and measures as family day homes.

Caregroups and Caregivers. The number of caregroups and caregivers are important factors to consider in relation to training, monitoring, and other efforts to upgrade the quality of care purchased by TDHS. The facilities actually sampled represented 59% of the centers and group day homes and 56% of the family day homes in the purchase system. They had 2557 caregroups and 4343 caregivers. By extrapolating this data, it is reasonable to estimate that there are 4300 to 4400 caregroups with 7000 to 7500 caregivers in the centers, group day homes and family day homes with which TDHS has purchase arrangements. One possible use of this information is allocating staff time (it would take 2150 to 2200 hours of staff time to do a thirty-minute observation of each caregroup). There are similar implications regarding the cost of training and other activities.

Children's Ages. The ages served in the facilities ranged from birth through 13-years-old. The predominant ages of the children enrolled were 18- through 35-months-old in family day homes and 3- through 5-years-old in centers and group day homes. A portion of the facilities served some infants 0- through 11-months-old. Approximately one-fifth of the centers (19.7%) did not serve children who were younger than 2-years-old. Perhaps, of even greater significance is the fact that 73.6% of the Title XX children are served in contract centers and 37.5% of the contract centers do not serve children under 2-years-old. Some facilities served only children 3- through 5-years-old. Children over 6-years-old were served in approximately two-thirds (67.4%) of the centers and group day homes with broker and provider agreement arrangements being most likely to serve this age group. Only 23.1% of the family day homes served children over 6-years-old.

By combining all the facilities, it would appear that supply covers the range of ages for whom TDHS needs to purchase care. However, a region may have a large number of facilities which concentrate on a narrow range of ages or facilities which offer only a small percentage of their total spaces to infants or school-agers. These factors contribute to TDHS staff having the greatest difficulty in finding day care spaces for children 0- through 2-years-old and 6-years old and older. Continued efforts are needed to expand the number of spaces available to serve children 0- through 2-years-old and 6-years-old and older.

Other Characteristics. The average rates charged per day for care were $9.30 in family day homes and $9.42 in a center or group day home. These rates were similar to the average rates paid by TDHS during this period of time ("Family Self-Support Services ..., 1986) and indicate that the facilities in the sample were similar to the facility population in this regard.

Centers tended to be either small or large. The percentage represented by each size was as follows:

12.9% - very small (capacity for 12-35 children),

32.9% - small (capacity for 36-70 children),

19.1% - medium (capacity for 71-100 children), and

35.1% - large (capacity for more than 100 children).

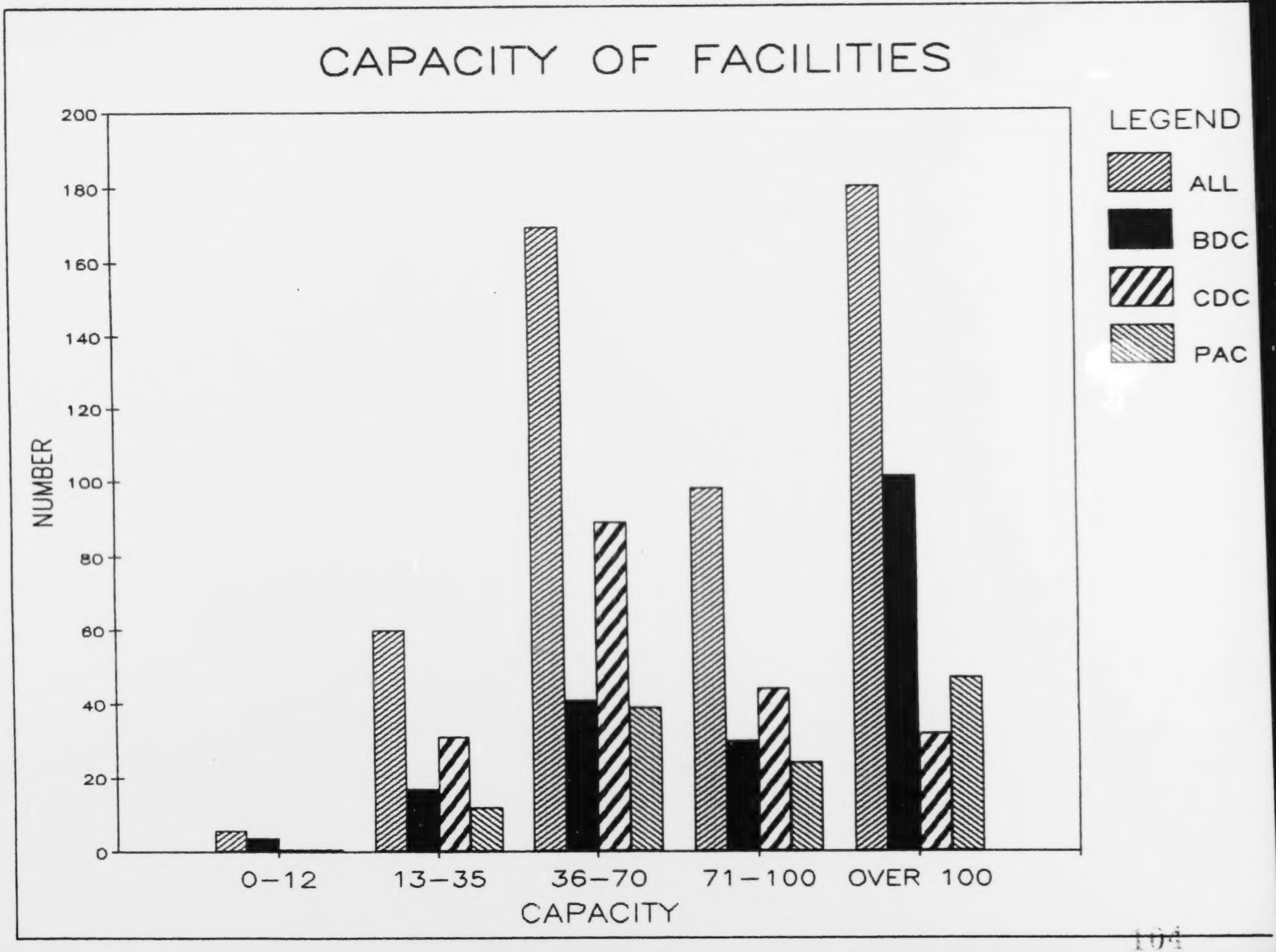
The above distribution indicates that centers in the sample tended to be larger than those in the general population of centers. In the United States there are approximately 70,000 day care centers and they are distributed by the following licensed capacities ("Dateline Child Care," 1987):

Under 20 children	15%
20-39 children	30%
40-59 children	21%
60-79 children	11%
80-99 children	7%
100 or more children	16%

Performance on quality measures

Two separate sets of measures of quality were contained in the Day Care Provider Service Delivery Standards (Apppendix IV): One set for day care centers and group day care homes and another set for family day homes. The information on compliance was collected on two separate instruments and the findings were tabulated separately.

Performance on some measures of quality are discussed by the predominant ages of the children enrolled in the caregroups.


CAPACITY OF FACILITIES
LEGEND
ALL
BDC
CDC
PAC
NUMBER
200
180
160
140
120
100
80
60
40
20
0
0-12
13-35
36-70
71-100
OVER 100
CAPACITY

These measures are the group sizes, daily activities, and physical environments in centers and group day care homes.

Licensing Compliance. Of the 513 centers and group day homes, 99% were licensed or certified. When visited, 86.5% were in compliance with all standards. However, only 16.1% had avoided being cited for a noncompliance during the previous year. Of those cited, 89.57% had corrected the problem within the specified time frame.

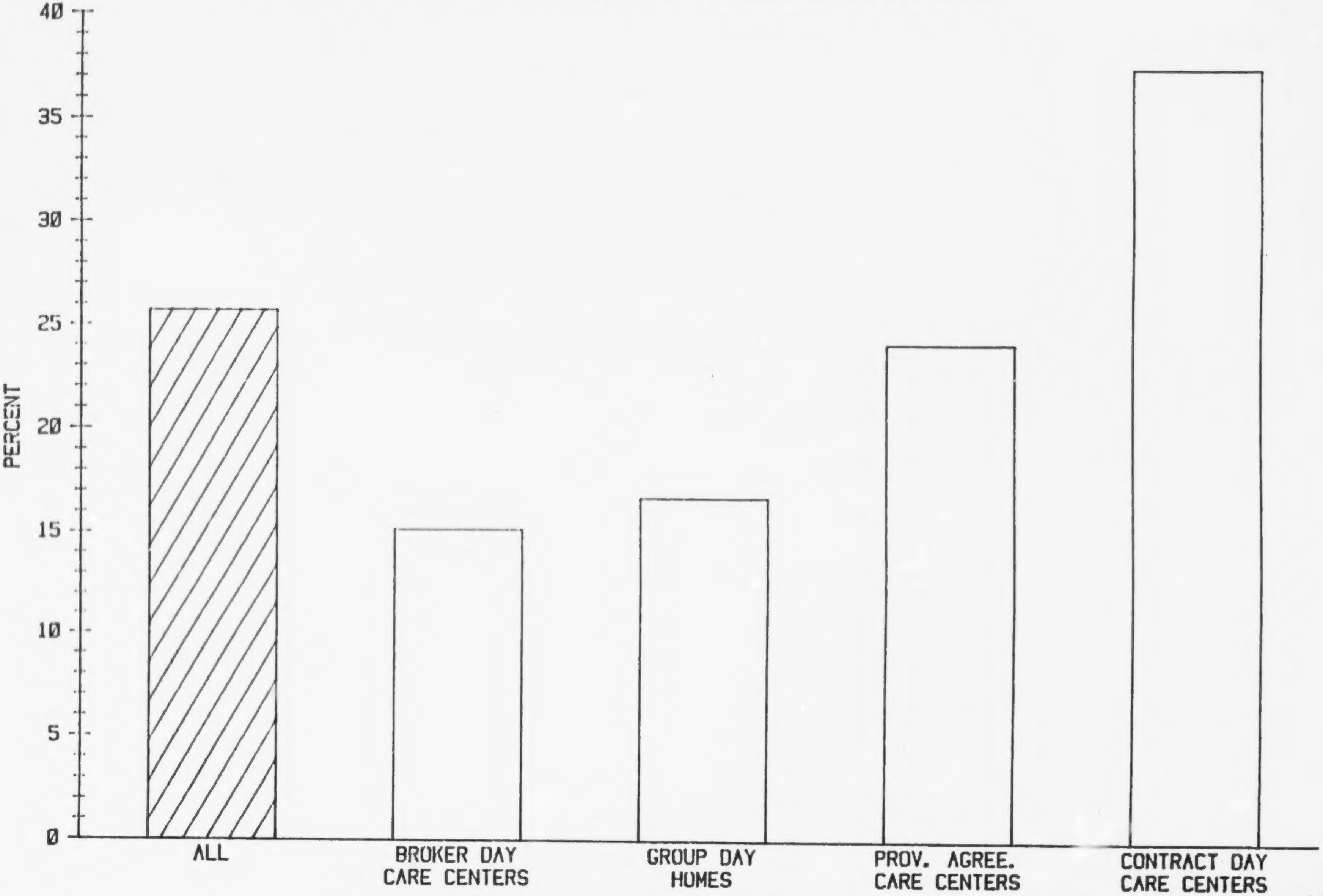
Of 198 family day homes, 96.5% were registered, certified or otherwise approved. Another 3% had applications pending. Because these homes are less stringently monitored than centers and group day homes, only 14 homes were reported as having been out of compliance during the previous year and 13 of these had corrected the noncompliance within the specified timeframe.

While the findings indicate good overall levels of licensing compliance, they also indicate that some individual facilities have problems and need to be closely supervised. When TDHS child development, contract and employment services staff note a problem in a facility they report this to the licensing representative. These additional TDHS staff visits may explain why the broker facilities which received the fewest visits from TDHS staff tended to have been cited for fewer noncompliances with licensing standards over a one year period.

Staff Qualifications. According to the proposed service control standards, each facility must have staff with the education, training and experience to provide for childrens's physical, social, emotional and intellectual needs. However, the criteria for measuring compliance with this standard specify a very minimal levels of education, training and experience. For centers and group day homes, an individual with one year of direct paid child care experience and six semester credit hours in child development (or the equivalent accumulated through six months in a high school child development gainful employment training) meets the least restrictive of the five criteria. This measure for centers and group day homes further specifies that only one-fourth of the caregivers and supervisors must meet one of the measure's five criteria. For family day homes, the education and experience criteria for caregivers in the measure includes the abiltity to read and write, six month of child care experience or 24 clock hours of training, and three references. The measure for the supervisors of family day homes systems is just slightly more stringent than that for center caregivers (minimum of 12 semester credit hours instead of six).

For all centers and group day homes, one-fourth (25.7%) of the caregivers and supervisors met the education/experience requirements including one-third (37.36%) of those in contract centers. Only 16.67% of the caregivers and supervisors in broker centers and 24.05% of those in provider agreeement centers met the criteria. These percentages are somewhat deceptive because the caregivers with the required level of education/experience

PERCENTAGES OF CAREGIVERS AND SUPERVISORS
MEETING EDUCATION/EXPERIENCE CRITERIA



are not evenly distributed across all centers and group day homes. In some facilities all caregivers and supervisors met or exceeded the criteria, while in others none of the caregivers and supervisors met even the least restrictive criterion.

In the family day homes, the percentages of the caregivers who met the measures for the education and experience standard were as follows:

96% - read or wrote in some language,

95% - had six months or more of experience caring for children (other than own),

95.6% - had three written references,

18% - had received 24 hours of training during the first six months of operation, and

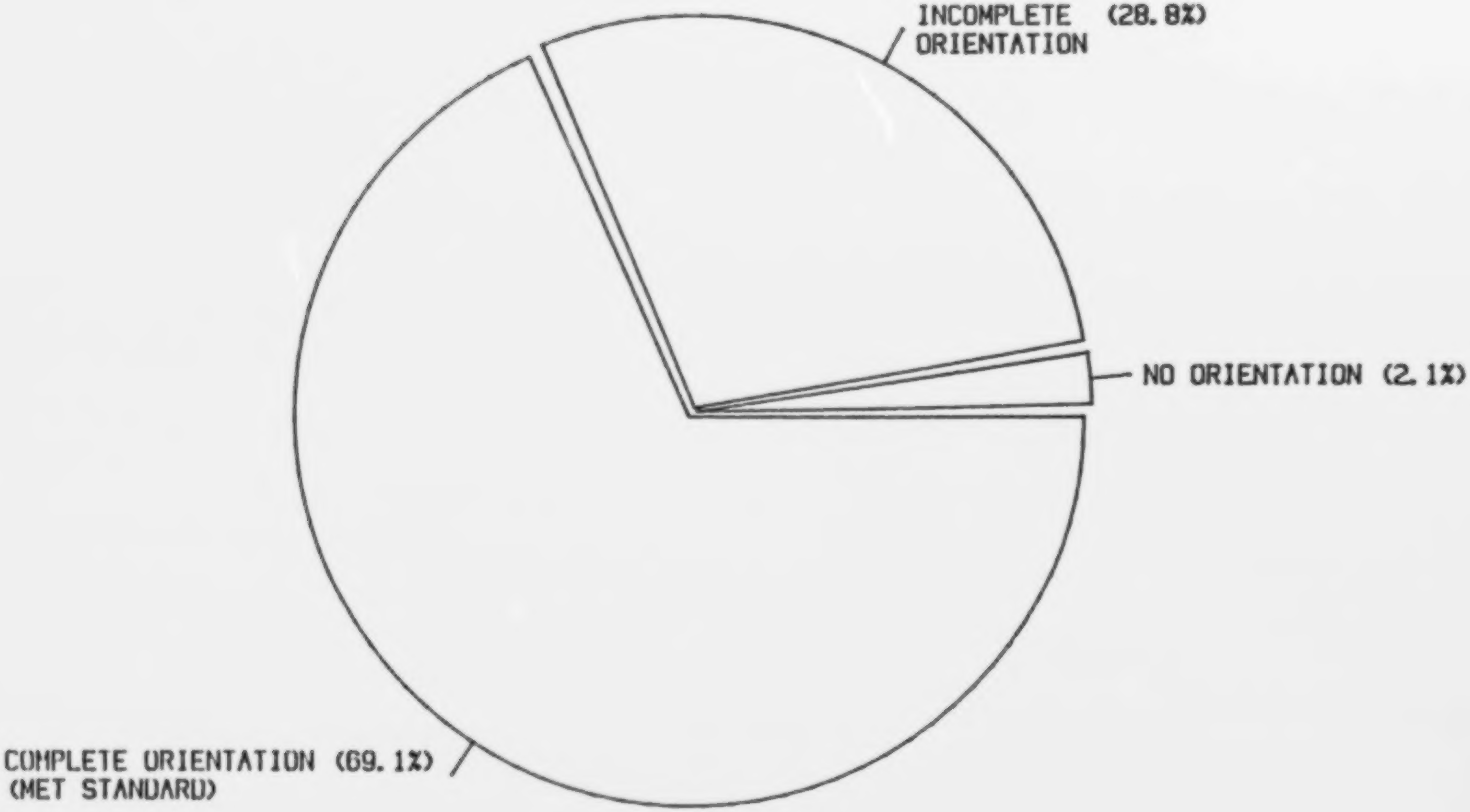
60.9% - were supervised by a person who met one of the education/experience criteria for supervisors.

Although compliance with the proposed measure for education/experience will be difficult to attain, lowering it is not the appropriate answer. Caregiver's education and training in child care, like group size, is one of the factors most closely associated with the quality of the experiences caregivers offer children in their care and with children attaining optimal growth and development (Smith, 1979). Some system of training and incentives is needed to improve the education/experience of caregivers in facilities providing TDHS subsidized day care. One approach is to follow Head Start's lead in supporting caregivers in their attainment of the Child Development Associate Credential (CDA). This credential offers flexibility in preparation and is nationally recognized. It also has achieved acclaim as a credential for caregivers including a federal grant to states for a limited number of scholarships and federal Job Training Partnership Act funding from some Private Industry Councils ("Legislative Update," 1987; "Regional Activity on JTPA/CDA," 1987).

Caregiver Physical Capabilities. There was a high degree of compliance with the standard related to caregiver physical capabilities. Over 99% of the caregivers in centers and group day homes and 97% of the caregivers in family day homes were able to do each of the tasks specified. This high percentage of compliance indicates that this standard is probably unnecessary.

Training. The findings indicate that 97.9% of the centers and group day homes are doing some sort of orientation for new caregivers, but that over 30% need to expand their orientations so that no critical area is omitted. All volunteers and substitutes were oriented to their assigned tasks before beginning child care duties in 78.8% of the facilities. In an additional 11.7%, some volunteers and substitutes were oriented

PERCENTAGE OF CENTERS AND GROUP DAY HOMES ORIENTING PAID CAREGIVERS



to their assigned tasks before beginning child care duties.

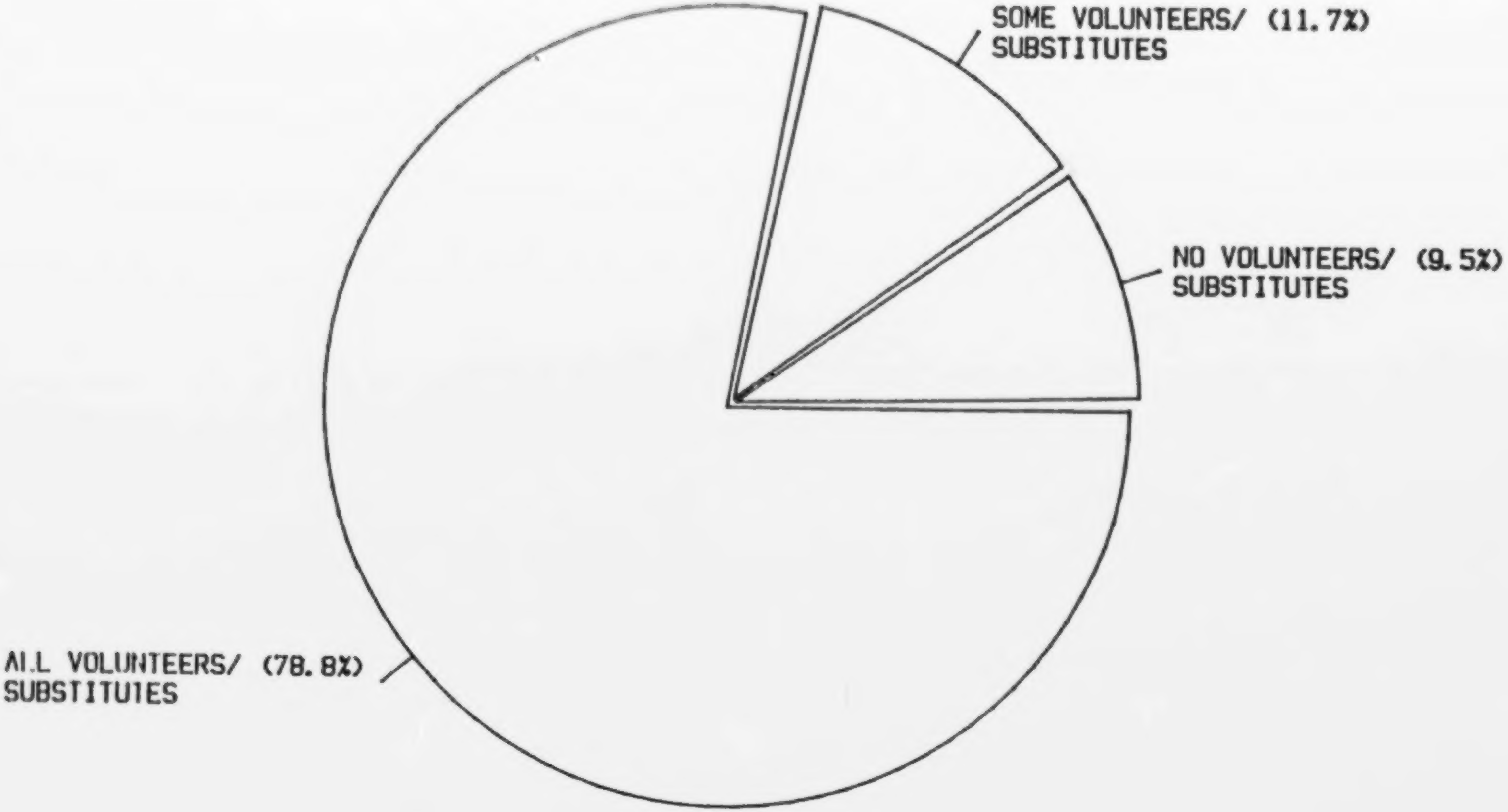
The average annual turnover rate for caregivers in the United States is 36% (The Child-Care Dilemma, 1987). The high turnover rates coupled with the limited education and experience of caregivers, places increased importance on orientation. For some caregivers, their orientation is their only preparation to care for children in a group-care setting. The provision of guidance and information to the facilities together with the negotiation of reasonable timeframes for implementation, should be the most beneficial approach to improving orientation. The TDHS Licensing Branch recently acquired videotapes on orientation for new day care center staff and these will be available for provider use (Beard, 1987). The child development specialist also have various audio-visuals on topic such as classroom management for use in orientations. The availability of these materials should simplify efforts to improve orientations for new caregivers.

The data indicate that the likelihood of volunteers and substitutes receiving no orientation was greater than that for new caregivers. If a facility develops a system for orienting new caregivers, that system can be of use in orienting substitutes and volunteers. However, substitutes are usually needed immediately upon arrival at a facility to supervise a group of children. This makes the timing of their orientation difficult. Facilties in some communities have solved this problem by cooperating in the development and training of a substitute pool used by several facilities ("Corpus Christi Organizes...," 1985). Substitute caregivers from the pool need only a few minutes explanation about the assigned caregroup before assuming care of the children. In general, it may be more difficult to improve the orientation for substitutes than it is for other staff because more innovative delivery methods may be necessary.

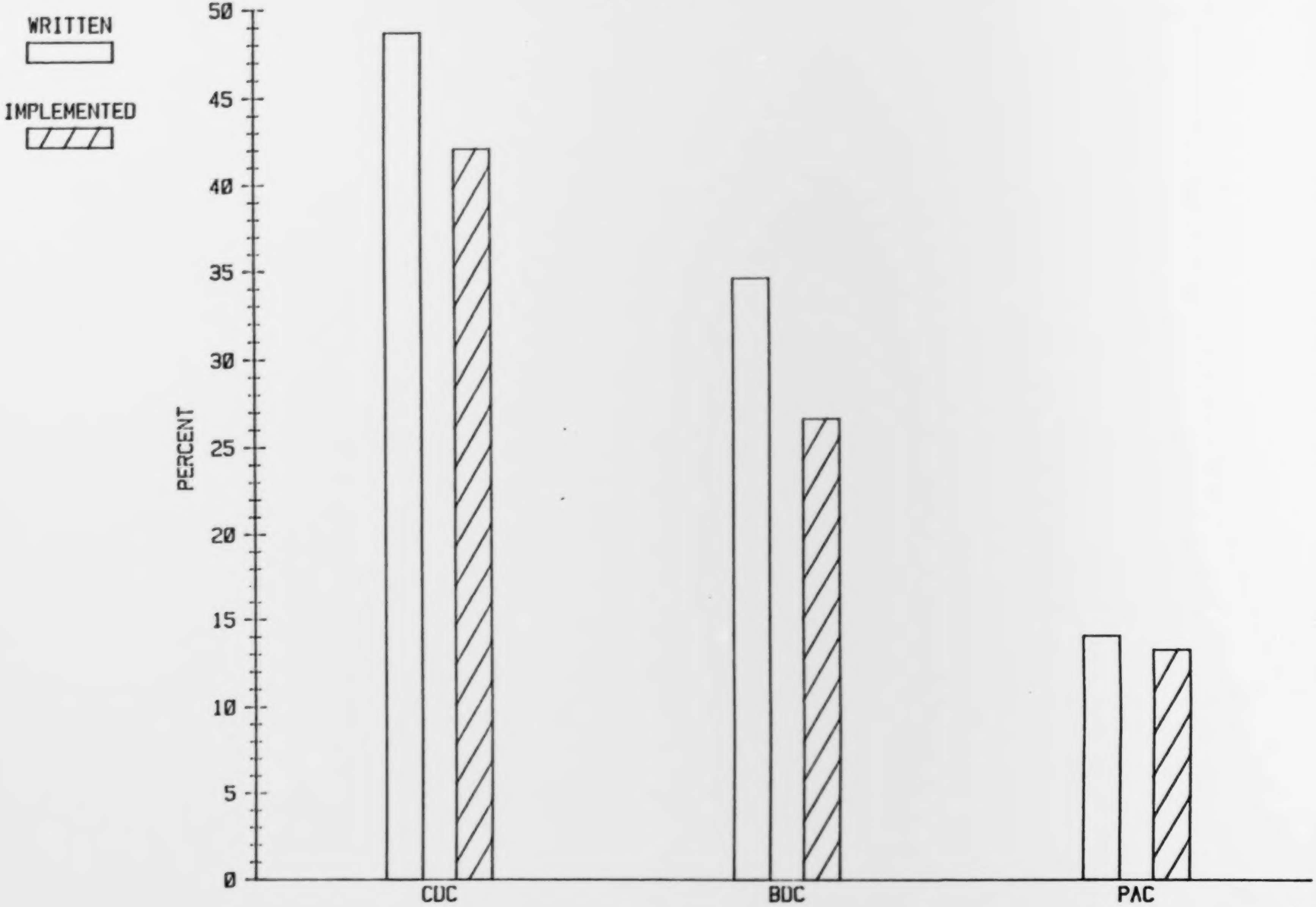
In 94.7% of the centers and group day homes, a specific person was assigned the responsibility of notifying caregivers of available training resources. Written training plans existed in only 34.7% of the facilities and only 29% had fully implemented ones. Only 6.4% of the training plans contained needs assessments, objectives, topics to be covered, resources to be used, implementation strategies, procedures for follow-up, time frames, and evaluation. However, 35.8% had plans that contained some of these elements. Only one-fifth (19.4%) of the facilities conferred with TDHS staff on their training plans. These findings indicated that most centers and group day homes need assistance in planning and implementing their training plans, but that nearly all have a responsible person with whom TDHS can work on this problem.

An average of 9.8 hours of training was received by center and group day home caregivers during their first six months on the job. Caregivers received an average of 7.9 hours in broker centers, 8.9 hours in provider agreement centers, and 12.9 hours

PERCENTAGE OF CENTERS AND GROUP DAY HOMES ORIENTING VOLUNTEERS AND SUBSTITUTES



IN-SERVICE TRAINING PLANS
(WRITTEN)



in contract centers. For group day homes, the average ranged from no hours to 8.9 hours. In general, these hours are sufficient to cover the basic topics recommended for orientation.

During the previous year, caregivers with at least one year of tenure in centers and group day homes recieved an average of 20.36 hours of training. Generally, these caregivers received an average of 14.06 hours in broker centers, 21.2 hours in provider agreement centers, and 26.3 hours in contract centers. For group homes, the average ranged from 8 hours to 27 hours. With the exception of broker centers and some group homes, these averages exceed the 18 hours specified in the standard.

The family day home systems had the specified training plans that applied to 44.4% of the family day homes. Among the independent family day homes, 76.9% participated in training that met the standards. During the previous year, most caregivers had completed 15 to 19 clock hours of training.

The inservice training needs of cargivers are impacted by the high percentage of caregivers with limited education and experience, the high turnover rates, and salaries that rank among the lowest 10% for U.S. wage earners (The Child-Care Dilemma, 1987). "Why worry about a training plan? My caregivers need training on everything." is a common lament from directors. Inservice training is an area of the service control standards which needs to be referred to a work group for further study in order to develop viable standards and measures.

Caregiver-Child Interaction. For centers and group homes, the facility was considered noncompliant if one caregiver did not comply and this results in lower percentages of compliance for centers and group homes than for caregivers as a total group. For example, if a center with eight caregivers had one who did not comply, that center is counted among those in noncompliance. Thus, one caregiver counts as 0.00024% noncompliance among the caregivers but as 0.00195% among the centers. However, the percentages of noncompliance on most of the measures (except transitions) are only about 10% higher for centers than for caregivers. This signifies that most of the caregivers who did not comply were located in the same facilities.

In centers and group day homes, respect for self, property and the rights of others were encouraged by 97.89% of the caregivers with 86.35% of these facilities having no caregivers in noncompliance. Only a few caregivers failed (1.64%) to communicate with the children in a language and a manner which the children understood (88.69% of the facilities were in total compliance). Ninety-seven percent (97%) of the caregivers and all the caregivers in 84.02% of the facilities helped children recognize and appreciate their own efforts and/or accomplishments. Children's feelings were recognized and they were helped to deal with those feelings by 94.96% of the caregivers (75.24% of the facilities were in total compliance). Most caregivers (97.34%) treated children with respect and affection (all the caregivers in 82.07% of the facilities). Although performance on providing smooth transitions from acitivity to activity was the poorest area of child-caregiver interacation, 92.13% of the caregivers and all the caregivers in 65.5% of the facilities complied.

In 94.9% of the family day homes, caregivers encouraged respect for self, property and the rights of others. A language and manner which children understood was used by caregivers to communicate with children in 97.5% of the homes. Caregivers helped each child recognize and appreciate his or her own efforts/accomplishments in 87.4% of the homes. In 81.9% of the homes, caregivers recognized children's feelings and helped children deal with those feelings. Ninety-six percent (96%) of the homes had caregivers who expressed respect for and affection toward children. Although performance on transitions was the poorest of any measure of caregiver/child interaction, 75.3% of the homes were in compliance.

A slightly higher percentage of caregivers in centers and group homes than in family day homes were found to be in compliance on measure of caregiver-child interaction. The area needing the most improvement was the management of transitions from one activity to another. Poor transitions are frustrating to both caregivers and children. Thus, training for caregivers on how to better manage transitions should be offered to help them improve in this area. With training and guidance, it should be possible to achieve gradual increases in the percentage of compliance on this measure.

Health and Safety. Written health and safety plans which included provisions for daily health checks or for reporting abuse and neglect were did not exist in a large number of the facilities. Half (50%) of the centers and group day homes had a written plan that included one of these criteria, while 43.5% had no plan for either criteria. The performance of sponsoring agencies and family day homes was somewhat better with 86.4% in compliance on both criteria. In 93.9% of the homes with a sponsoring agency, the agency shared its health related plan with the homes. It also seems likely (based on the over-reported item) that centers and group day homes with plans shared them with staff. These findings imply that some facilities may need assistance in writing a health plan.

Children were checked upon arrival for signs of illness, injury or possible abuse by 84.7% of the centers and group day homes. In 89.4% of the family day homes, children were checked upon arrival for any signs of illness, injury or abuse/neglect. Although these percentages indicate that most children are checked, there are some facilities of all types that need to improve.

All types of facilities had fairly high percentages of compliance with health and safety measures. In 96.1% of the centers and group day homes and in 98.5% of the family day homes, caregivers stopped children who were engaged in unsafe activities. Caregivers suggested or demonstrated ways for the children to help maintain a safe environment in 88.5% of the centers and group day homes and in 88.4% of the family day homes. In 96.7% of the centers and group day homes and in 95.4% of the family day homes, caregivers did not allow children to share food, eating or drinking utensils. Areas for diapering were separated from food preparation areas in 97.1% of the centers and group day homes and in 98.9% of the family day homes. The one area that could be strengthened is helping children to maintain a safe environment. Training or materials suggesting methods for doing this might improve compliance in this area.

Since family day homes are not licensed or visited by TDHS licensing staff, it was important to check on the status of the family's TB tests as well as the fire and health inspections. In 88.8% of the family day homes, the cargiver, family and substitutes had current TB tests. In 91.9%, there were current fire and health inspections on file which indicated approval of the home. While this level of noncompliance is low, it is high enough to indicate that these are items that should be monitored.

While some facilities need to improve their health and safety (including the reporting of abuse and neglect) to comply with the specified measures, a fairly high number were in compliance except for having written plans. Although some facilities may need assistance in writing their plan, it should be relatively easy for most facilities to comply with the measures for the health and safety standard.

Nutrition and Mealtime. Overall, the levels of compliance on the measures for the nutrition and mealtime standard were fairly high. In 92.4% of the family day homes and in 78.4% of the centers and group day homes, meals were served to children seated in small groupings with caregivers. In 98.5% of the family day homes and 89.5% of the centers and group day homes, the initial servings of food were small, drinks were offered with the meals, and seconds were available. Children were not hurried to finish eating and were allowed to engage in conversation during mealtime in 97.5% of the family day homes and in 90.6% of the centers and group day homes. In 97.8% of the centers and group day homes (data not collected for family day homes), children were given opportunity to feed themselves consistent with their developmental levels. Menus were planned, posted and shared with parents in 90.9% of the centers and group day homes. Only 61.9% of the family day homes planned , posted and shared menus with parents, but 94.4% of them served meals which met the specified nutritional requirements.

The levels of noncompliance, particularly in centers and group day homes, were sufficient to indicate that these measures represent characteristics that should be monitored. Two areas, serving meals in small groups with caregivers and planning and sharing menus with families, appear to need more attention than the other areas. However, the level of noncompliance in the centers and group day homes (over one-fourth) on serving meals in small groups with the caregivers may have been due to intrepretation. For example, some caregroups with one caregiver and eight children seated in two groups were counted as being in noncompliance although 1:16 was the staff-child ratio for the room. The noncompliance on planning and sharing menus may relate to the demands on the time of the person responsible or upon that person's menu planning skill.

Parental Involvement. One measure of parental involvement was the provision of written policies to parents. Centers and group day homes were required to provide their own written policies which addressed nine basic informational elements: Hours and days of operation, child health policies, fees, complaint procedures, meal service, discipline, clothing, absences, and parent conferences. The percentage of the facilities which complied varied among the nine elements. Group day homes had the poorest compliace with all homes lacking at least three elements of the written policies and none of them having written policies that contained all of the elements. By the specified elements for written policies, the percentage of centers and group day homes in compliance ranged from 46.1% for complaint procedures to 93.5% for days and hours of operation. In 92% of the homes, the caregiver completed and shared a family day home policy agreement with the parents. Many family day homes use the TDHS Form 2415, Information and Agreement for Day Home. This may explain the relatively high number who shared an agreement with the parents. Appropriate written policies can create a clear understanding between the parent and the facility. The findings imply that the written policies should be monitored and that some facilities need assistance in formulating appropriate policies.

On other measures of parent involvement, parents were invited to participate in some manner (open invitations, parent meetings, etc.) in 97.1% of the centers and group day homes, and 83.2% had a method to communicate with parents having limited ability to understand English. Parents were also invited to participate in the homes's delivery of child care by 89.4% of the family day homes. In 64.9% of the family day homes with sponsoring agencies, the children's progress was documented semiannually and reported to parents on an ongoing basis.

All types of facilities were found to be lacking regarding written communication (including bulletin board notices) to parents. Bulletin boards with menus and activity notices were observed in 85.5% of the centers and group day homes, but only 55.8% of the family day homes maintained a designated area where daily schedules and emergency notices were available to parents. Family day homes caregivers have the opportunity for more face to face communication with parents than the staff of centers and group day homes. This may explain why family day homes were less likely to post written communications. However, written communication are needed to help ensure that important information is shared with parents.

Center and Group Day Home Performance in Relation to Children's Ages on Group Sizes, Activities, and Physical Environment

Age 0- Through 11-Months-Old. The group size measure for this age allowed 10 or fewer children per group and 76.8% of the groups were in compliance (Appendix I, Table 83). The group size reported most often (19.3%) for this age was 5 children (Appendix I, Table 82). At this age, small group are important in both the infants bonding to the caregiver and the control of infectious disease. According to Denny, Collier, and Henderson (1986), the incidence of respiratory diseases peak among day care children during this age span, but is lower in situations with four to six children.

The provision of indoor activities were reported for nearly all caregroups (98.6%), outdoor activities were lacking in 43% of the caregroups. Caregroups offered the 0- through 11-month-olds a better balance of active (90.8%) and quiet (95.2%) time. In over one-fifth (20.8%) of the caregroups,there were no caregiver-directed activities (other than basic feeding, changing, etc.). Most caregroups did provide the opportunity for the infants to interact with materials in self-directed (91.8%) and individual (87.4%) manners. Since many infants were too young to interact with more than one other person, it was not surprising that only 66.2% of the caregroups offered group activities for this age group. The factors of greatest concern among these finding were the large portion of the facilities lacking activities instigated by the caregiver and planned outdoor time.

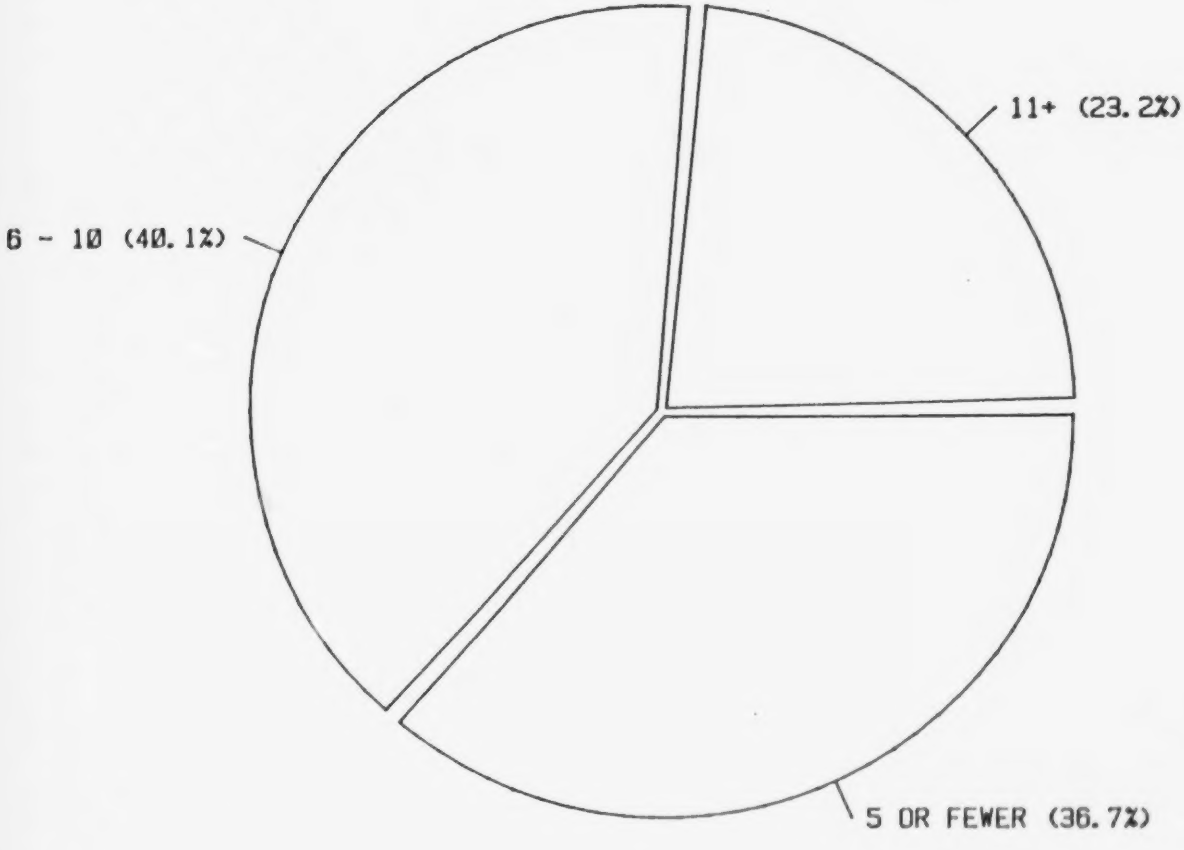
One or more developmental activities were lacking in over a tenth of the caregroups. Of particular concern is the fact that 20.8% of the caregroups were not offering the infants activities to enhance their cognitive skills and 10.1% did not offer physical development activities.

An examination of the physical environment reinforced the finding regarding the lack of activities. In checking for the materials available to the infants, only 73.7% had an adequate supply of visual objects, 76.7% musical and sound related objects, 81.1% motor skill related objects, and 88.7% washable soft toys. In facilities serving infants 0- through 11-months-old, only 85.08% had at least 100 square feet of open space available to the group. This implies that 15% of the facilities did not have space for infants to crawl, practice walking, etc. These findings are evidence that some facilities need to add appropriate activity materials, and rearrange their space, have less furniture and/or fewer children 0- through 11-months-old in some rooms.

Age 12- Through 17- Months-Old. For children of this age, 75.1% of the groups met the requirement of 10 or fewer children per group (Appendix I, Table 84). The most common group size (16.4%) for this age was 5 children (Appendix I, Table 82). This age group has similar needs for small groups as the 0- through 11-month-olds above. Since most children of this age are

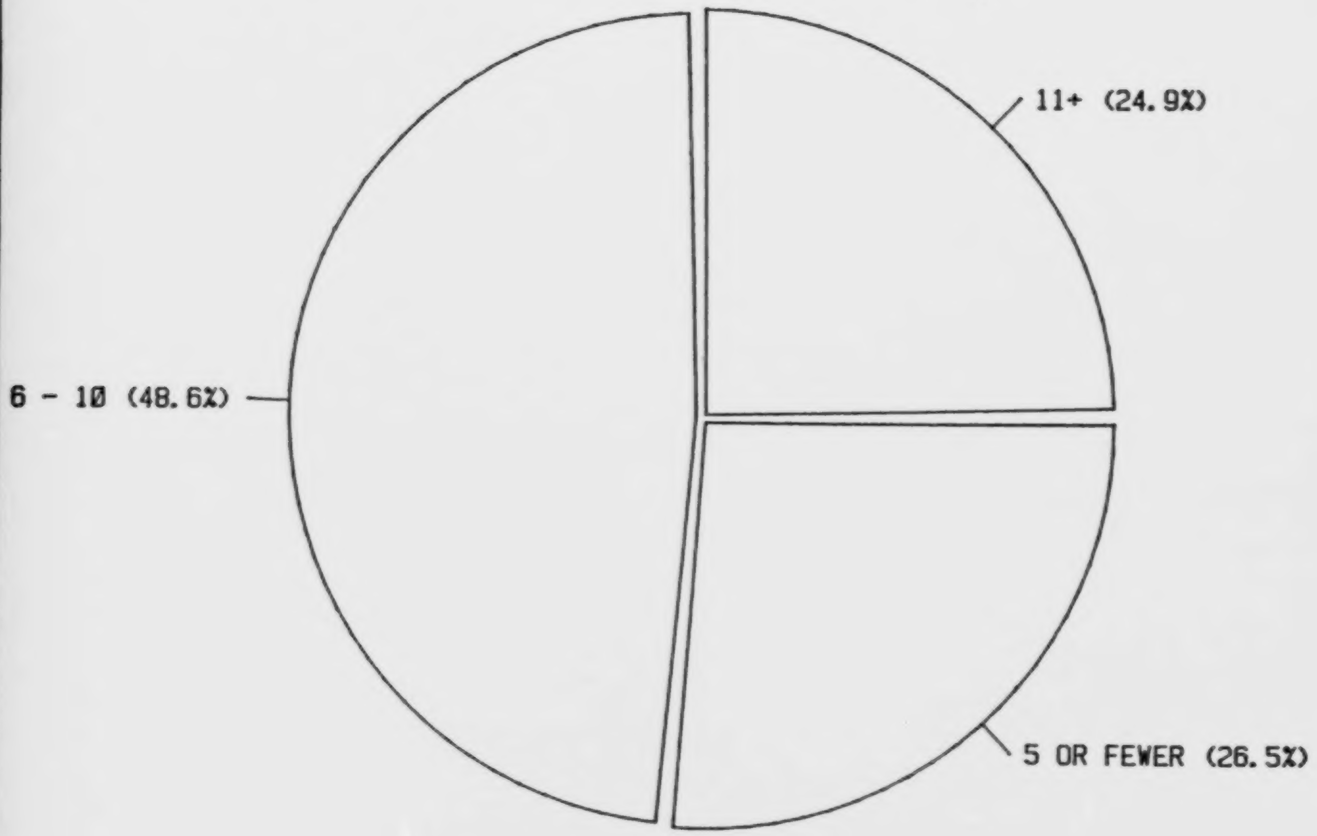
GROUP SIZES BY THE PREDOMINANT AGES OF ENROLLED CHILDREN

0 - 11 MONTHS



GROUP SIZES BY THE PREDOMINANT AGES OF ENROLLED CHILDREN

12 - 17 MONTHS



crawling, walking and putting things in their mouths, caregivers must be even more alert and vigilant in meeting their needs, as well as preventing accidents and the spread of disease.

A high percentage of caregroups offered the dimensions indoor activities (100%), active time (97.4%) and quiet time (95.2%). However, sizable percentages of the caregroups were reported as lacking outdoor (19.6%), group (18.5%), individual (16.4%), self-directed (13.8%), and caregiver-directed (12.2%) activities. The percentages of facilities offering developmental activities ranged from 78.3% for creative expression activities to 95.8% for physical development activities. The other percentages reported were 81.5% for cognitive skills, 89.4% for social skills, 90.5% for communication skills, 91.5% for self-concept, 92.1% for health/safety skills. At this age, the acquistion of basic language skills is critical, but 9.5% of the caregroups were lacking communication skill activities and 18.5% were lacking cognitive skill activities. During this period of large muscle development, it is also alarming that any facilities lacked physical development activities.

The absence of appropriate learning materials for this age group was astounding. Dramatic play is one of the most natural activities for children of this age but only 48.7% of the caregroups had materials to support this activity. Even fewer caregroups had any nature/science materials (29.1%). While these materials may be simple, such as items of different texture or same size but different weight, there should be a nature/science area that gives the children experiences with real objects. Large muscle activity is the major occupation of age, but only 79.9% of the caregroups had materials and equipment to support it. In other areas, only 48.7% had art materials, 50.3% had blocks, 60.3% had music materials, 64.5% had stories/language materials, and 74.1% had manipulatives. These findings imply that there are numerous groups of children 12- through 17-months-old in very boring and unstimulating environments.

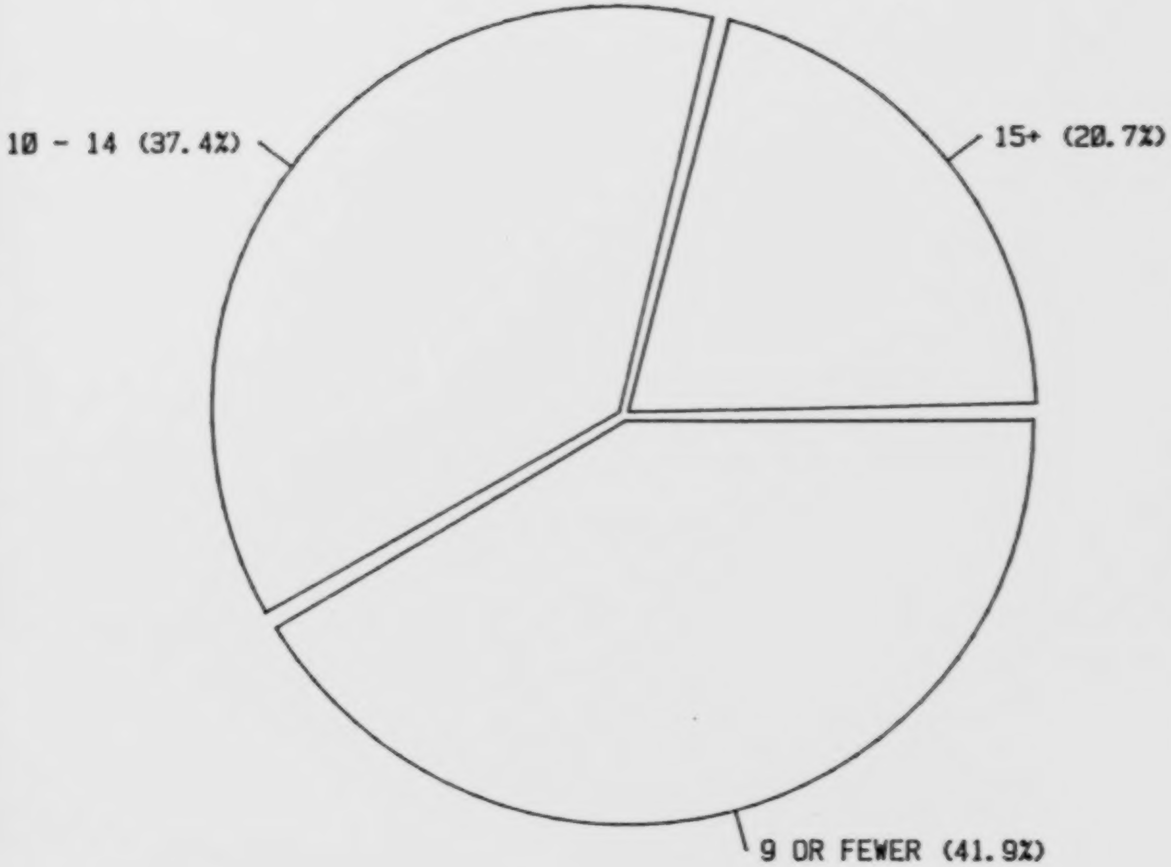
Age 18- Through 35-Months-Old. The rate of compliance was 79.3% for groups having 14 or fewer children of this age (Appendix I, Table 85). Nine children per group was the most frequently reported size (12.9%) for groups of this age (Appendix I, Table (82).

Caregroups for this age offered better varieties of dimension and development activities than those for the preceeding ages. The poorest levels of performance were reported for self-directed (85.6%) and individual (85.8%) activity dimensions. The percentages of the caregroups offering other dimensions ranged from 94.2% with group activities to 99.5% with indoor activities.

In the area of developmental activities, the focus was on physical development (96.7%) and health/safety (92.4%) activities. Only 80.5% of the caregroups offered creative expression activities. Over one-tenth of the caregroups did not

GROUP SIZES BY THE PREDOMINANT AGES OF ENROLLED CHILDREN

18 - 35 MONTHS



provide the other developmental activities (87.4% - self-concept, 88.6% - communication skills, 88.7% - social skills, and 88.9% - cognitive skills). Although these percentages of compliance are generally higher than those for the preceeding age groups, the findings imply that a number of 18- through 35-month-old children are not receiving the type of activities necessary for achieving their potential.

Sizable percentages of the caregroups were reported as lacking material and equipment to support various types of activities. Large muscle equipment and materials were most likely to be available with 89.4% of the groups having them. Nature/science materials were least likely to be available with only 49% of the caregroups reported to have them. Art and music materials and equipment were often not available (present in 65.7% and 72.3% of the caregroups respectively). Only 78.5% of the caregroups had stories/language materials which should be a staple for this age. Supplies for blocks play, dramatic play activities and manipulatives were also not available in a large portion of the caregroups (available in only 74.7%, 72.6% and 85.6% of the caregroups respectively).

Overview of Age 0- through 35-month-old Care. The care for children of these ages was most likely to lack important elements of quality. Since TDHS purchases day care for a population of children at risk of developmental delays this is particularly distressing. The onset of most delays occur in the period before the child is 3-years-old (White, 1975). Thus, improvement of the group sizes, activities and learning environment for children of this age is essential.

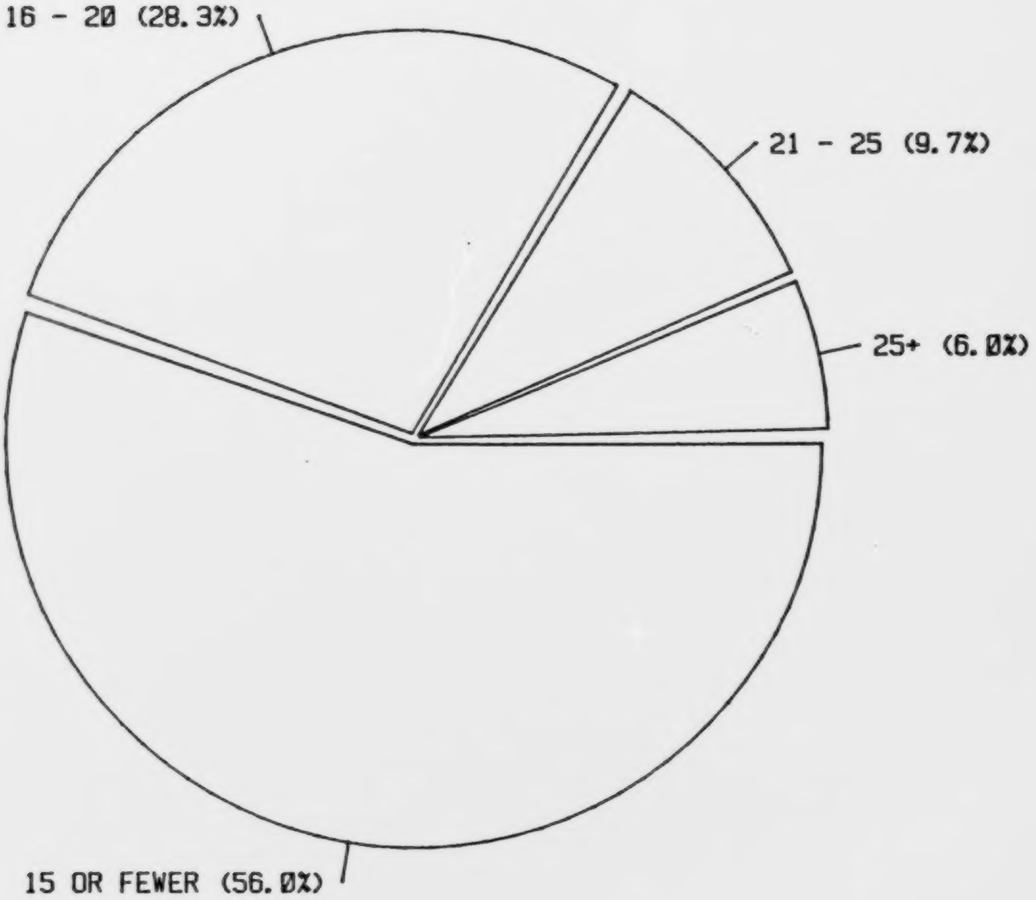
Age 3- Through 5-Years-Old. In groups of children 3- through 5-years-old, 62.9% had 16 or fewer children, 84.3% had 20 or fewer children, and 94% had 25 or fewer children (Appendix I, Table 86). For this age, groups of 15 children (9.8%) were the most common size (Appendix I, Table 82).

Most of the training for day care staff focuses on children 3- through 5-years-old. Perhaps this is why higher percentages of their caregroups were reported to have the various dimensions and developmental activities than the other preschool-age caregroups. The only dimensions on which a sizable percentage of caregroups needed to improve were self-directed (available in 85.4%) and individual (available in 85.8%) activities. Caregroups did not do as well in regard to developmental activities. Three types of developmental activities were not offered in over one-tenth of the caregroups, i.e. 85.1% included creative expression, 87.4% included self-concept, and 89.9% included social skills.

Although caregroups for this age were better supplied with developmental materials and equipment than any other age group, large percentages of the caregroups lacked some types of equipment and materials. Only 68.6% of the caregroups had nature/science materials. Other materials and equipment

GROUP SIZES BY THE PREDOMINANT AGES OF ENROLLED CHILDREN

3 - 5 YEARS



available in less than 90% of the caregroups were music (81.8%), art (82.2%), blocks (87.4%) and large muscle (89.5%).

In general, the children of this age who receive TDHS subsidized care are suffering from at least mild developmental delays when they enter day care. Therefore, it is extremely important that these children be served in caregroups that offer the total spectrum of developmental activities.

Age 6-Years-Old and Older. For the groups of this age, 75.9% were in compliance with 25 or fewer per group (Appendix I, Table 87). The most common group size (7%) for children of this age was 15 children (Appendix I, Table 82).

According to the percentages reported, caregroups for this age were more likely to offer the various dimensions and deveopmental activities than those for any age. Since school-age children have a better understanding of language, symbols, and representations and are more capable of taking care of their physical needs than younger children, it may be easier to plan appropriate activities for them. The dimension offered by the lowest percentage of the caregroups was outdoor activities (91.7%). In the area of developmental activities, creative expression (available in 86.7% of the caregroups), was the activity most often lacking. The range for the existence of the remaining developmental activities was from 90.2% for communication skills to 97.2% for physical development skills.

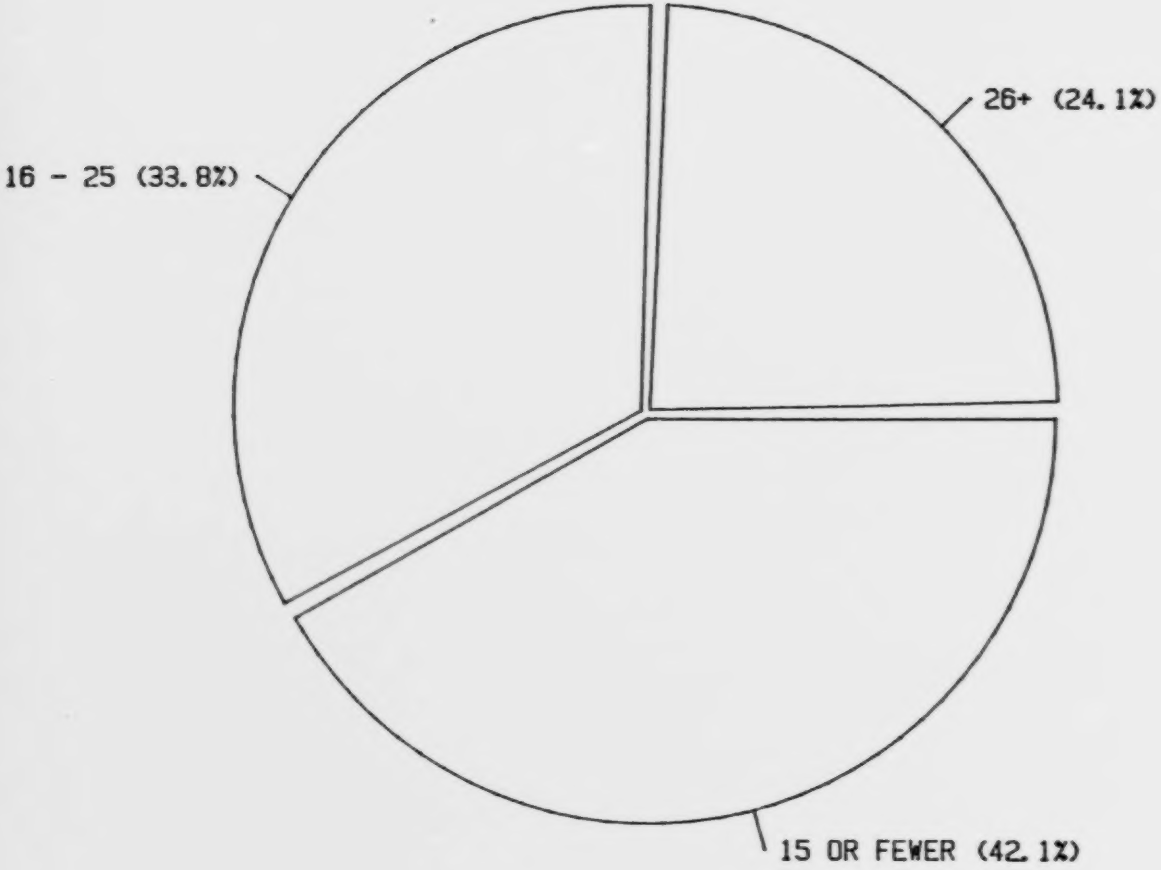
Although relatively high percentages of the caregroups offered the various dimensions and developmental activities, the percentages of the caregroups lacking various types of equipment and materials imply that the dimensions and activities were not supported adequately by the environment. Except for large muscle (95.2% compliance), manipulatives (83.5%), story language (83.2%) and art (77.5%), over a fourth of the caregroups failed to provide access to appropriate equipment. Only 52.5% offered nature/science, 66.1% offered blocks, 66.5% offered music, and 73.4% offered dramatic play.

Although many caregroups are obviously improvising activities, the scarcity of supporting equipment and materials signifies that the scope of the activities may be narrow and the learning content limited.

Group Size Summary. Compliance on group sizes ranged from 62.9% for groups of 3-year-olds to 94% for groups of children 6-years-old and older. However, the percentage of compliance for groups of 3-year-olds may be artifically low because the percentage was extrapolated from the group sizes reported for 3- through 5-year-olds by determining how many of those groups had 16 or fewer children. Facilities usually have fewer 3-year-olds than 4-year-olds or 5-year-olds and serve them in smaller groups. Thus, compliance may have been considerably better than depicted by the above range of compliance.

GROUP SIZES BY THE PREDOMINANT AGES OF ENROLLED CHILDREN

6 YEARS AND OVER



For family day homes, compliance with group size was related to the type of regulation. Of those regulated as agency homes, 97.5% complied with the applicable group sizes (maximum of 6 children). Compliance was 93.8% for registered family homes (maximum of 12 children including school age siblings and children of the caregiver). The maximum number enrolled in any home was 10 children and most homes had five or fewer children. Overall, the percentages of compliance were good and noncompliance was more associated with the mix of ages enrolled than with the total number. Family day homes usually have only one caregiver, so too many very young children can lead to hazardous situations. Thus, it is important to monitor group size and age composition.

Group size has been strongly associated with the quality of care children receive and with children attaining optimal growth and development (Ruopp et al, 1979; Smith, 1979; Maier, 1982; Wallis, 1987). The group sizes contained in the measure for centers and group day homes were as large or larger than the maximum sizes recommended by such authoritative sources as the National Association for the Education of Young Children (1984). Futhermore, the most common group sizes (modes) found in the sample of centers and group day homes (Appendix I, Table 82) were smaller than those in the measure.

With small enough group sizes, children can frequently interact with and form attachments to the caregiver and not be overwhelmed by the sheer number of peers. These are important objectives. While some increased cost are associated with changes in group size, these are not generally as high as the cost associated with increasing the ratio of staff to children. It is likely that the facilities can achieve these group sizes given time and opportunity to explore alternatives.

Activities Summary. Data were collected on both the dimensions and developmental content of activities offered. In regard to offering balanced dimensions, across all ages noncompliance ranged from 0.5% for indoor activities to 13% for self-directed activities in centers and group day homes. Over 90% of the center and group day home caregroups were in compliance on all dimensions except self-directed (13%) and individual activities (12.6%). However, on the dimensions of indoor and outdoor activities, while the children may have actually spent time indoors or outdoors they did not necessarily have activities planned or presented to them. Likewise, children may have spent time alone but without access to individual or self-directed activities.

The various dimensions necessary to achieve a balance during the day were also missing in some family day homes. The percentages of the homes which were lacking specific dimensions ranged from 1% for indoor activities to 18.2% for group activities.

Not only were the center-based caregroups lacking developmental (See preceding discussion by age group), but fairly large percentages of the family day homes were also lacking developmental activities. The percentage of the homes lacking activities were as follows:

19.6% -- creative expression

9.6% -- positive self-concept

8.1% -- social skills

11.6% -- cognitive skills

6.1% -- communication skills

7.6% -- health/safety habits

5.6% -- Physical development

All of the activity dimensions of indoor, outdoor, active, quiet, self-directed, caregiver-directed, individual, and group, while not mutually exclusive, are critical to a balanced program for young children (NAEYC, 1984). These activity dimensions are generally measured on a continium. For example, a common pattern would be for a group of 3- through 5-year-old children to spend 75-85% of the day in self-directed activity (work/play with items they select with adult intervention only when there is a need for help) and the remaining 15-25% in caregiver-directed activity. Thus, the existence of caregroups that offered children negligible opportunity to participate in any of the specified activity dimensions is a disturbing finding.

The provision of a balance of activity dimensions is primarily a matter of scheduling, planning and daily arrangement of equipment and supplies. Although it may involve some expense for facilities having insufficent amounts or varieties of supplies and equipment, a facility's ability to comply with this measure is usually not dependent upon its level of funding. Higher rates of compliance will depend on caregivers and their supervisors learning to schedule appropriate activities and to prepare the child care setting for these activities, however.

In all types of facilities, large percentages of the caregroups lacked various developmental activities. The implication of this is that many children may be denied essential learning experiences. As with the dimensions of activities, the lack of developmental content is frequently tied to the poor planning and unskilled caregivers. Insufficient supplies of materials and equipment can also be a factor. In combination with the percentages of the caregroups lacking various activity dimensions, the percentages lacking developmental activities is a cause for considerable concern. For the groups who are younger than 3-years-old, there is more cause for concern than for the groups of older children. While children under 3-years-old are at the most vunerable stage of development (White, 1975), the highest percentage of caregroups in which activities lacked various developmental content were among groups 0- through 11-months-old, 12- through 17-months-old, and 18- through 35-months-old.

Since activities are a core element in relation to meeting children's needs, these should definitely remain a part of the standards and be routinely monitored. Bringing about improvement in the developmental content of the activities provided by caregroups will require considerable effort. For many caregroups it will involve the provision of appropriate materials and equipment as well as the adequate training and professional supervision for the caregivers.

Physical Environment Summary. The physical environments of centers and group day homes should have special items for caregroups of children 0- through 11-months-old. as covered under the discussion of the performance of caregroups for child of this age. One measure of the physical environments for centers and group day homes specifies that groups of children 12-months-old and older should have access to interest areas. Basic materials and equipment for these interest areas were lacking for many caregroups as shown in Table 28, below:

TABLE 28

CENTER AND GROUP DAY HOME CAREGROUPS
NOT OFFERING ACCESS TO VARIOUS TYPES OF EQUIPMENT AND MATERIALS

Equipment and Materials	Percentage of Noncompliance by Age 0-11 months	12-17 months	18-35 months	3-5 years	6 year & over	all ages
Blocks	29.5%	49.7	25.3	12.4	33.9	22.50
Dramatic play	34.8	51.3	17.4	9.1	26.6	17.71
Manipulatives	13.0	25.9	14.4	9.9	16.5	13.53
Story/language	23.2	35.5	21.5	9.8	16.8	16.36
Large muscle	16.4	20.1	10.6	10.5	4.8	10.51
Music	23.7	39.7	27.7	18.2	33.5	25.00
Art	30.0	51.3	34.3	17.8	22.5	26.03
Nature/science	41.1	70.9	51.0	31.4	47.5	42.72

Not only were various types of materials and equipment lacking, but equipment that was clean, complete and in good repair was found in only 70% of the centers and group day homes.

Children need adequate play space within the rooms to which they are assigned. In 94.49% of the centers and group day homes, there was a minimum of 30 square feet of playroom space for each child (in the regular caregroup setting).

The measures of the physical environment for family day homes were less stringent than those for centers and group day homes. The indoor environment was well lit, well ventilated and had child proof space for children to play in 84.9% of the family day homes. In 83.4% of the homes, play equipment and materials were arranged within the children's reach so that they could select and return items easily. In 77.4% of the homes, the equipment and materials were in sufficient quantity and were appropriate for the developmental levels of the children for whom they were intended. In 78.9% of the home, the equipment was also complete, clean and in good repair. Materials and equipment for offering equivalent experiences to handicapped children were reported as available in 62.3% of the homes.

Based on the information collected, substantial improvements to the physical environment are needed. In particular, the amount, variety and condition of materials and equipment must be upgraded. While not as costly as such budget items as staff, rent, utilities and food, improvements will require funds to buy materials and equipment. Even with very skilled caregivers, adequate developmental activities for children can not occur without adequate materials and equipment.

Performance in Relation to Facility Size

The percentages of compliance with the standards and measures contained varied from measure to measure as well as by facility type and center size. Advisory groups were concerned that the standards would eliminate various purchase types and facility types. The advisory groups also contended that TDHS purchases day care primarily from many small centers and that the sophistication and resourse of these small centers were not sufficient for them to meet the the standards. The findings of the study indicate that these concerns are not totally valid.

Family day homes were evaluated against less stringent measures than centers and group day homes, thus comparisons are limited. However, the overall pattern of compliance was similar to that for the larger facilities.

A summary of compliance reported by facility size is contained in Table 29 shown on the next two pages. Considerations in selecting items for inclusion in Table 29 were the importance of the items and whether there was significant difference in performance among the facilities by size.

TABLE 29

SUMMARY OF PERFORMANCE BY FACILITY SIZE ON SELECTED MEASURES

		Capacity of Facility			
	FDH	35 or less	36-70	71-100	over 100
In licensing compliance at time of visit *	99.99%	86.2%	89.2%	87.5%	83.3%
Caregivers meeting requirements (total)*	96.0%	28.8%	29.4%	25.7%	21.1%
Training					
-facilities orienting caregivers*	18.0%	50.8%	70.4%	72.4%	72.6%
-facilities orienting volunteers/substitutes	NA	68.8%	80.8%	80.2%	79.7%
-hours of new caregiver in-service training	12.7	9.8	8.8	12.3	9.3
-hours of annual in-service	19.9	24.3	21.3	20.8	17.9
Group sizes (Mean no. of children)					
-age 0-11 months	NA	6	6	8	9
-age 11-17 months	NA	6	7	9	9
-age 18-35 months	NA	8	10	11	12
-age 3-5 years	NA	10	14	15	17
-age 6 years and over	NA	10	13	18	25
Facilities lacking activity dimensions					
-outdoor	8.0%	9.5%	7.6%	9.4%	8.0%
-indoor	1.0%	2.0%	0.2%	1.4%	0.0%
-active time	6.0%	7.5%	3.8%	5.9%	2.9%
-quiet time	2.5%	3.4%	3.5%	3.7%	3.2%
-self-directed	4.5%	21.1%	10.6%	16.8%	11.4%
-caregiver-directed	10.1%	8.8%	4.6%	5.9%	4.2%
-individual	10.7%	17.0%	12.5%	14.3%	11.3%
-group	18.2%	13.6%	7.1%	11.4%	8.1%
Caregroups offering developmental activities	Information not available				
Noncompliance on caregiver/child interaction (mean percentage caregivers)					
-respect	5.1%	2.3%	2.9%	2.8%	3.1%
-communication	2.5%	1.8%	1.3%	1.9%	2.5%
-recognize efforts	12.6%	3.8%	3.0%	4.3%	4.0%
-feelings	18.1%	6.5%	5.5%	6.2%	6.7%
-affection	4.0%	2.7%	2.4%	3.3%	3.6%
-transitions	24.75	11.7%	7.1%	10.2%	10.0%

Compliance on accessible equipment and materials					
-blocks	NA	71.4%	82.3%	69.7%	78.1%
-dramatic play	NA	71.4%	85.0%	75.3%	82.3%
-manipulatives	NA	85.0%	90.8%	80.0%	87.4%
-stories/language	NA	87.7%	89.3%	77.7%	81.4%
-large muscle	NA	89.1%	89.3%	87.5%	89.5%
-music	NA	74.8%	80.0%	67.1%	76.1%
-art	NA	73.5%	80.8%	68.1%	76.1%
-nature/science	NA	55.8%	63.9%	50.7%	57.2%
-sufficient/appropriate	77.4%	NA	NA	NA	NA
Compliance on equipment being complete, clean, and repaired	78.9%	68.2%	70.5%	68.0%	71.2%
Compliance on rooms with 30 sq. ft. per child	NA	90.9%	95.8%	88.5%	97.8%
Compliance on infant rooms with 100 sq. ft. of open space	NA	84.6	78.7%	79.0%	93.2%
Facilities with health and safety plan that complied*	86.4%	29.3%	54.8%	41/2%	57.9%
Nutrition/meal time service					
-small groupings	92.4%	86.4%	78.0%	75.3%	63.3%

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* This measure for family day homes differed from the one for centers and group homes.

NA Information not available for comparison.

Center size was not consistently related to compliance on the measures on which data were collected. For example, the groups advising on the standards deemed the measures related to the relevant experience and education of caregivers to be among the most difficult ones for centers. However, very small centers had the highest overall percentages of caregivers meeting the criteria specified in the measures, followed (in order) by small centers, medium centers, and large centers. In the overall results of the study, very small centers had the highest percentages of compliance on average clock hours of inservice training; small centers had the highest level of licensing compliance, child-caregiver interactions, accessibility of activity materials, and space for infants; medium centers had the highest level on health; and large centers had the highest percentages of compliance on the balance of activities and on parent policies, involvement and communication. However, very small centers had the lowest levels of compliance on the balance of activities and accessibility of materials and equipment.

Performance by Purchase Type

By purchase type, contract centers tended to have the highest percentage of compliance with the standards followed by provider agreement centers and broker centers. Group day homes tended to have lower percentage in compliance on various standards than centers. While broker centers ranked best on annual licensing compliance, they tended to rank lowest on all other items. Contract centers tended to rank highest on all items except licensing compliance, developmental activities, health and safety, and parent involvement. Contract centers clearly excelled regarding staffing requirements, training, materials and equipment. Provider agreement centers generally held the middle position relative to the standards, but tended to rank highest on developmental activities, health and safety, and parent involvement. A comparison of center performance by purchase type on selected measures is given below in Table 30. The importance of the items and whether there was significant difference in performance among the centers by purchase type were considered in selecting items to include in Table 30.

TABLE 30

SUMMARY OF PERFORMANCE BY PURCHASE TYPE ON SELECTED MEASURES

	Center Purchase Type		
	BDC	CDC	PAC
In compliance with licensing at time of visit	83.7%	92.7%	79.8%
Percent of caregivers meeting requirements (total)	15.1%	37.4%	24.1%
Training			
-centers orienting caregivers	65.2%	74.0%	69.7%
-centers orienting volunteers/substitutes	77.2%	86.5%	71.1%
-hours of new caregiver in-service training	7.9	12.9	8.9
-hours of annual in-service	14.1	26.3	21.2
Caregroups offering activity dimensions			
-outdoor	87.4%	96.1%	92.5%
-indoor	99.9%	99.3%	99.7%
-active time	92.4%	97.9%	98.7%
-quiet time	94.7%	98.1%	97.8%
-self-directed	77.8%	92.6%	93.7%
-caregiver-directed	93.3%	96.0%	87.2%
-individual	85.0%	90.65	87.2%
-group	86.0%	95.2%	93.8%

Caregroups offering developmental activities			
-creative expresssion	69.0%	93.5%	89.9%
-self-concept	82.9%	91.2%	93.7%
-social skills	84.3%	91.2%	93.7%
-cognitive skills	84.2%	94.5%	95.3%
-communication skills	83.9%	92.6%	97.3%
-health/safety	92.7%	91.1%	96.5%
-physical development	92.5%	97.9%	98.5%
Caregroups with age appropriate activities	83.1%	95.1%	91.5%
Noncompliance on caregiver/child interaction (mean % of caregivers)			
-respect	5.6%	1.5%	0.9%
-communication	4.3%	0.4%	0.7%
-recognize efforts	8.0%	0.8%	1.9%
-feelings	11.1%	3.6%	3.0%
-affection	6.4%	1.0%	1.3%
-transitions	12.2%	6.3%	8.6%
Compliance on accessible equipment and materials			
-blocks	71.1%	84.7%	75.9%
-dramatic play	75.8%	88.5%	78.2%
-manipulatives	82.8%	91.6%	85.7%
-stories/language	77.1%	90.1%	82.6%
-large muscle	89.9%	87.9%	89.4%
-music	68.4%	81.5%	77.2%
-art	67.7%	84.1%	68.9%
-nature/science	45.2%	69.8%	59.6%
Compliance on rooms with 30 sq. ft. per child	88.8%	96.9%	100.0%
Compliance on infant rooms with 100 sq. ft. of open space	86.7%	79.8%	89.5%
Health and safety			
-plan that complied	57.4%	57.2%	29.2%
-arrival health checks	79.1%	92.9%	81.0%
-stops unsafe activities	94.7%	96.9%	98.3%
-demonstrate safe practices	77.2%	94.4%	96.7%
Nutrition/meal time service			
-small groupings	60.2%	94.4%	60.0%
-small servings with seconds	81.9%	98.5%	85.8%
-unhurried	81.0%	99.55	92.5%
-menus	84.9%	94.9%	95.0%
Invite parents to participate in some manner	98.4%	100.0%	99.2%

For family day homes, there were not great variations in compliance by purchase type, but provider agreement homes tended toward slightly higher percentages of compliance than broker or contract homes.

Summary

Overall, less than 90% of the facilities were in compliance on a large portion of the measures contained in the Day Care Provider Service Delivery Standards. These standards and their measures relate to elements of child care settings which the literature (including reports from scientific studies) clearly defines as essential to children's growth and development. The importance of these elements coupled with the poor performance of many facilities strongly implies that the service control standards and system are needed.

One strategy for dealing with the facilities which do not meet the standards is to specify incremental levels that facilities must achieve each year they retain a purchase arrangement with TDHS until a set level is achieved. For example, a center that offers only part of the developmental activities would not be penalized during the first year of service control implementation but would be expected to offer all of them by the end of the second year following implementation.

This study gathered highly detailed information related to the standards and measures but limited information about how the system would function. In actuality, the level of detailed information gathered for this study on compliance with the standards was much greater than will be necessary in a service control system. Less detail will allow the use of a shorter and simplier instrument. Data entry and analysis can be greatly simplified, too. However, any system that yields valid information regarding the quality of the care children receive will require on-site observations.

On-site observations are time consuming and costly. A typical day of activities must be observed to evaluate a facility. This includes spending at least 30 minutes with each group of children. A good cross section of the scheduled activities needs to be observed both indoors and outdoors. Observations of centers will usually take a full day while group day homes and family day homes will require less time because they have only one or two groups of children. A system that involves self-evaluation by the facility as well as evaluation by TDHS staff may be one way to reduce the cost of implementing the an appropriate day care service control system. Integrating evaluations made by other relevant groups might also help reduce implementation cost. For example, the National Association for the Education of Young Children sponsors an accreditation program for centers and well as the Child Development Associate Credential for caregivers. In particular, this organization's center accreditation program might be accepted in lieu of a staff evaluation because it covers all the areas included in the service control standards and generally uses more stringent measures of compliance.

The most striking findings of this studying were the diversity of the operation and performance of the facilities, the great need to improve the services provided to children 0- through 35-months-old, and the limited education/experience levels of the caregivers. The findings reassure us that some children are receiving very good care while raising deep concern about the care others receive.

GLOSSARY OF ABBREVIATIONS AND TERMS

AFDC. Aid to Families with Dependent Children.

Agency day home. A day care facility located in the caregiver's home and certified by a day-care-only child placing agency. The Minimum Standards, Family Day Home (TDHR, 1980), applied to these homes.

BDC. Broker day care center or broker group day care home. Associated with a broker (See broker below).

BDH. Broker family day home. Associated with a broker (See broker below).

Broker. A day care broker is a contractor. All or a portion of the care provided by the broker is delivered through subcontracts/agreements with facilities not operated by the broker. The subcontract facilities are paid on the basis of the care provided to each individually referred child rather than on the basis of a specific number of spaces. As a condition of the contract, brokers monitor the quality of care in subcontracted facilities and offer training to their staff.

CDC. Contract day care center or contract group day care home. These facilities are part of a contract with a provider for care delivered in the provider's own facilities.

CDH. Contract family day home. These homes were part of a contract with a licensed child placing agency. The agency certified each homes for its compliance with licensing standards, placed children in them, supervised them, and paid for the children's care with funds from the contract.

CDS. DHS child development specialist.

Caregiver. An individual (teacher, aide, day mother,etc.) responsible for the care of children in a day care facility (center, group home or family home).

Categorically eligible. Persons who are eligible for TDHS services because they are members of families who receive Aid to Families with Dependent Children or Food Stamps or who are recipients of Supplemental Security Income (SSI).

Center. A day care facility that is licensed to care for 12 or more children. The Minimum Standards, Day Care Centers (TDHR, 1985) apply to these facilities.

Contract. In this study, the term is used to identify the purchase of service contract providers who deliver day care services in their own facilities. However, contract also defines a legally enforcible document containing the terms of an agreement between two or more parties (i.e., the day care provider and TDHS). Both purchase of service contracts and provider agreements are types of contracts used to purchase day care services. Purchase of service contracts are used for two types of arrangement, contracts with providers who deliver the care in their own facilities and brokers.

Day care. Care provided to a child outside the child's home by a person or persons other than members of the child's immediate family. The care is for less than 24 hours a day (usually 9 to 11 hours) and it may have the characteristics of preschool education and nursery school programs.

Day care facility. The site where day care is provided including the building, equipment, materials and staff. Day care centers, group day care homes and family day homes are types of day care facilities.

Enrollment. Enrollment refers to the duration of services provided to a child by a day care facility. It begins with the completion of the required intake documentation and ends when service is terminated.

Facility type. The facility types are day care center, group day home, and family day home.

Family day home. Day care facility, usually located in the caregivers home, that usually cares for six or fewer children. However, this term also includes registered family homes which may care for more than six children in specific situations. The Minimum Standards, Family Day Homes (TDHR, 1980) applied to the contracted day homes and some broker day homes in the family day home sample (through 1985). The Minimum Standards, Registered Family Homes (TDHR, 1982) applied to the provider agreement and some broker day homes in the family day home sample (through 1986) and currently apply to all family day homes.

Family Self-support Services Branch. This TDHS branch is designed to help families become self-supporting and self-sufficient by assisting them to find ways to earn a living and meet their health needs (e.g. employment services, family planning, EPSDT, etc.).

FSS. Family Self-Support Services. Related to the Family Self-support Services Branch and programs that it administers.

GDH. Group day home. See the definition below.

Group day home. A day care facility licensed to serve 7 to 12 children. The Minimum Standards, Group Day-Care Homes (TDHR, 1985) apply to these facilities.

Income eligibles. Persons who are not categorically eligible but who are eligible to receive services because of their low incomes (equivalent to those of Food Stamp recipients).

License. A document issued to the governing body of a day care facility, authorizing the licensee to operate at a specific location in accordance with the provisions of the license, the law, and the rules and regulations of the Texas Department of Human Services.

Licensing. In regard to child care in Texas, this is a TDHS regulatory service to protect children in out-of-home care by enforcing minimum standards for child care facilities.

Other. A term used to include all the group day homes on which data were collected using the Facility Data Collection Instrument (Day Care Centers and Group Day Homes).

PDC. Provider agreement day care center or provider agreement group day care home. See provider agreement below.

PDH. Provider agreement family day home. See provider agreement below.

Provider agreement. A short term agreement (6 months) with providers who deliver the day care in their own facilities. The quality of this care is monitored by TDHS staff.

Purchase type. The purchase types are contract, broker and provider agreement. See definitions for these terms.

Registered family home. A day care facility located in the caregiver's home for not more than 6 children under 14 years old, excluding the caregivers own children and school-age siblings of other enrolled children receiving after-school care. The total number of children in care, including the caregiver's own children, may not exceed 12 children at any time. The actual limitation on the number of children depends on the ages of the children in care. The Minimum Standards, Registered Family Homes (TDHR, 1982) specify regulations applicable to these facilities.

Subsidized care. Child care for which all or some of the cost is paid by sources other than the parents, such as care purchased by TDHS with Title XX Social Services Block Grant funds.

TDHS or **TDHR**. The Texas Department of Human Services. The name was previously the Texas Department of Human Resources.

Title XX. A title of the Social Security Act which provides federal funds for social services. These funds are also referred to as Social Services Block Grant or SSBG funds. This is the primary source of the funds DHS has used to purchase day care services during the past decade.

Title XX children. Children whose day care is subsidized by TDHS using Title XX Social Services Block Grant funds.

APPENDICES

Appendix I: Statistical Analyses of Center and Group Day Home Data -- Tables 1 through 217

Appendix II: Statistical Analyses of Family Day Home Data -- Tables 1 through 23

Appendix III: Data Collection Instruments

A. Facility Data Collection Instrument - Day Care Centers and Group Day Homes

B. Facility Data Collection Instrument - Day Homes

Appendix IV: Description of Proposed Service Control System Including Day Care Provider Service Delivery Standards

Appendix V: Agenda for Data Collector Training

Appendix VI: Other Pertinent Information

A. Child Development Specialist III Description

B. Preprocessing Instrument for Centers and Group Day Homes

C. Test Sample - Weighted and Unweighted Data

D. Map of TDHS Regions

Appendix I
Table 1
CROSSTABULATION OF REGION WITH FACILITY/PURCHASE TYPE

REGION	STATISTIC	FACILITY/PURCHASE TYPE				ROW TOTAL
		BDC	CDC	PAC	OTHER	
01	N	7	10			17
	Row %	41.2	58.8			3.3
	Col %	3.7	5.1			
02	N	5	5		4	14
	Row %	35.7	35.7		28.6	2.7
	Col %	2.6	2.6		66.7	
03	N	6	13	1		20
	Row %	30.0	65.0	5.0		3.9
	Col %	3.2	6.6	0.8		
04	N		16	6		22
	Row %		72.7	27.3		4.3
	Col %		8.2	4.9		
05	N	37	22	34		93
	Row %	39.8	23.7	36.6		18.1
	Col %	19.6	11.2	27.9		
06	N		45	11	1	57
	Row %		78.9	19.3	1.8	11.1
	Col %		23.0	9.0	16.7	
07	N	8	12	15		35
	Row %	22.9	34.3	42.9		6.8
	Col %	4.2	6.1	12.3		
08	N		26	22	1	49
	Row %		53.1	44.9	2.0	9.6
	Col %		13.3	18.0	16.7	
09	N	4	23	18		45
	Row %	8.9	51.1	40.0		8.8
	Col %	2.1	11.7	14.8		
10	N		7	10		17
	Row %		41.2	58.8		3.3
	Col %		3.6	8.2		
11	N	122	13	3		138
	Row %	88.4	9.4	2.2		26.9
	Col %	64.6	6.6	2.5		
12	N		4	2		6
	Row %		66.7	33.3		1.2
	Col %		2.0	1.6		
	Column	189	196	122	6	513
	Total	36.8	38.2	23.8	1.2	100

Chi-Square	D.F.	Significance	Min. E.F.	Cells with E.F. < 5
413.71085	33	.0000	.070	19 of 48 (39.6%)

Number of Missing Observations = 0

TABLE 2
CROSSTABULATION OF REGION WITH CENTER TYPE FOR TYPES BDC, CDC, AND PAC ONLY

		CENTER TYPE			
REGION	STATISTIC	BDC	CDC	PAC	ROW TOTAL
01	N	7	10		17
	Row %	41.2	58.8		3.4
	Col %	3.7	5.1		
02	N	5	5		10
	Row %	50.0	50.0		2.0
	Col %	2.6	2.6		
03	N	6	13	1	20
	Row %	30.0	65.0	5.0	3.9
	Col %	3.2	6.6	0.8	
04	N		16	6	22
	Row %		72.7	27.3	4.3
	Col %		8.2	4.9	
05	N	37	22	34	93
	Row %	39.8	23.7	36.6	18.1
	Col %	19.6	11.2	27.9	
06	N		45	11	56
	Row %		80.4	19.6	11.0
	Col %		23.0	9.0	
07	N	8	12	15	35
	Row %	22.9	34.3	42.9	6.9
	Col %	4.2	6.1	12.3	
08	N		26	22	48
	Row %		54.2	45.8	9.5
	Col %		13.3	18.0	
09	N	4	23	18	45
	Row %	8.9	51.1	40.0	8.9
	Col %	2.1	11.7	14.8	
10	N		7	10	17
	Row %		41.2	58.8	3.4
	Col %		3.6	8.2	
11	N	122	13	3	138
	Row %	88.4	9.4	2.2	27.2
	Col %	64.6	6.6	2.5	
12	N		4	2	6
	Row %		66.7	33.3	1.2
	Col %		2.0	1.6	
	Column	189	196	122	507
	Total	37.3	38.7	24.1	100

Chi-Square	D.F.	Significance	Min. E.F.	Cells with E.F. < 5
316.25472	22	.0000	1.444	9 of 36 (25.0%)

Number of Missing Observations = 0

TABLE 3
CROSSTABULATION OF REGION WITH LICENSED CAPACITY FOR TYPE BDC, CDC, AND PAC ONLY

		LICENSED CAPACITY				
REGION	STATISTIC	35 OR LESS	36-70	71-100	OVER 100	ROW TOTAL
01	N	1	4	7	5	17
	Row %	5.9	23.5	41.2	29.4	3.4
	Col %	1.7	2.4	7.1	2.8	
02	N	2	4	2	2	10
	Row %	20.0	40.0	20.0	20.0	2.0
	Col %	3.3	2.4	2.0	1.1	
03	N		12	3	5	20
	Row %		60.0	15.0	25.0	3.9
	Col %		7.1	3.1	2.8	
04	N	4	11	5	2	22
	Row %	18.2	50.0	22.7	9.1	3.9
	Col %	6.7	6.5	5.1	1.1	
05	N	4	27	14	48	93
	Row %	4.3	29.0	15.1	51.6	18.3
	Col %	6.7	16.0	14.3	26.7	
06	N	15	23	8	10	56
	Row %	26.8	41.1	14.3	17.9	11.0
	Col %	25.0	13.6	8.2	5.6	
07	N	6	16	8	5	35
	Row %	17.1	45.7	22.9	14.3	6.9
	Col %	10.0	9.5	8.2	2.8	
08	N	11	19	6	12	48
	Row %	22.9	39.6	12.5	25.0	9.5
	Col %	18.3	11.2	6.1	6.7	
09	N	2	15	11	17	45
	Row %	4.4	33.3	24.4	37.8	8.9
	Col %	3.3	8.9	11.2	9.4	
10	N	3	6	2	6	17
	Row %	17.6	35.3	11.8	35.3	3.4
	Col %	5.0	3.6	2.0	3.3	
11	N	12	30	29	67	138
	Row %	8.7	21.7	21.0	48.6	27.2
	Col %	20.0	17.8	29.6	37.2	
12	N		2	3	1	6
	Row %		33.3	50.0	16.7	1.2
	Col %		1.2	3.1	0.6	
	Column Total	60	169	98	180	507
		11.8	33.3	19.3	35.5	100

Chi-Square	D.F.	Significance	Min. E.F.	Cells with E.F. < 5
87.94557	33	.0000	.710	17 of 48 (35.4%)

Missing Observations = 0

Table 4
CROSSTABULATION OF REGION WITH LICENSED CAPACITY FOR ALL FACILITIES

		LICENSED CAPACITY				
REGION	STATISTIC	35 OR LESS	36-70	71-100	OVER 100	ROW TOTAL
01	N	1	4	7	5	17
	Row %	5.9	23.5	41.2	29.4	3.3
	Col %	1.5	2.4	7.1	2.8	
02	N	6	4	2	2	14
	Row %	42.9	28.6	14.3	14.3	2.7
	Col %	9.1	2.4	2.0	1.1	
03	N		12	3	5	20
	Row %		60.0	15.0	25.0	3.9
	Col %		7.1	3.1	2.8	
04	N	4	11	5	2	22
	Row %	18.2	50.0	22.7	9.1	4.3
	Col %	6.1	6.5	5.1	1.1	
05	N	4	27	14	48	93
	Row %	4.3	29.0	15.1	51.6	18.1
	Col %	6.1	16.0	14.3	26.7	
06	N	16	23	8	10	57
	Row %	28.1	40.4	14.0	17.5	11.1
	Col %	24.2	13.6	8.2	5.6	
07	N	6	16	8	5	35
	Row %	17.1	45.7	22.9	14.3	6.8
	Col %	9.1	9.5	8.2	2.8	
08	N	12	19	6	12	49
	Row %	24.5	38.8	12.2	24.5	9.6
	Col %	18.2	11.2	6.1	6.7	
09	N	2	15	11	17	45
	Row %	4.4	33.3	24.4	37.8	8.8
	Col %	3.0	8.9	11.2	9.4	
10	N	3	6	2	6	17
	Row %	17.6	35.3	11.8	35.3	3.3
	Col %	4.5	3.6	2.0	3.3	
11	N	12	30	29	67	138
	Row %	8.7	21.7	21.0	48.6	26.9
	Col %	18.2	17.8	29.6	37.2	
12	N		2	3	1	6
	Row %		33.3	50.0	16.7	1.2
	Col %		1.2	3.1	0.6	
	Column	66	169	98	180	513
	Total	12.9	32.9	19.1	35.1	100

Chi-Square	D.F.	Significance	Min. E.F.	Cells with E.F. < 5
100.83362	33	.0000	.772	17 of 48 (35.4%)

Number of Missing Observations = 0

Table 5
LICENSED CAPACITY FOR ALL SIX TYPES

	LICENSED CAPACITY		
Center Type	Mean	S.D.	N
BDC	110.44	59.42	189
BGH	12.00	0.00	4
CDC	74.54	46.52	196
CGH	12.00	0.00	1
PAC	97.08	75.46	122
PGH	12.00	0.00	1
TOTAL	92.40	61.56	513

Number of Missing Observations = 0

Table 6
LICENSED CAPACITY CROSSED WITH FACILITY/PURCHASE TYPES

Licensed Capacity	Statistic	Facility/Purchase Types				Row Total
		BDC	CDC	PAC	Other	
35 or Less	N Row % Col %	17 25.8 9.0	31 47.0 15.8	12 18.2 9.8	6 9.1 100.0	66 12.9
36 - 70	N Row % Col %	41 24.3 21.7	89 52.7 45.4	39 23.1 32.0		169 32.9
71 - 100	N Row % Col %	30 30.6 15.9	44 44.9 22.4	24 24.5 19.7		98 19.1
Over 100	N Row % Col %	101 56.1 53.4	32 17.8 16.3	47 26.1 38.5		180 35.1
	Column Total	189 36.8	196 38.2	122 23.8	6 1.2	513 100.0

Chi-Square	D.F.	Significance	Min. E.F.	Cells with E.F. < 5
101.98911	9	.0000	.772	4 of 16 (25.0%)

Number of Missing Observations = 0

Table 7
TOTAL ENROLLMENT BY TYPE

TYPE	NUMBER OF FACILITIES	TOTAL ENROLLED
BDC	189	14,943
CDC	196	11,185
PAC	122	8,915
OTHER	6	69
	513	35,112

Table 8
TOTAL TITLE XX ENROLLMENT BY TYPE

TYPE	NUMBER OF FACILITIES	TOTAL ENROLLED
BDC	189	1,178
CDC	196	8,141
PAC	122	967
OTHER	6	34
	513	10,320

Table 9
AMOUNT OF UNDER-ENROLLMENT (LICENSED CAPACITY - TOTAL ENROLLMENT) IN THE 432 UNDER-ENROLLED CENTERS

Type	Number of Centers	Total Number of Unfilled Slots
BDC	161	6,215
CDC	167	3,489
PAC	100	3,104
Other	4	9
TOTAL	432	12,817

Licensed Capacity	Number of Centers	Total Number of Unfilled Slots
35 or Less	48	405
36 - 70	138	2,137
71 - 100	78	1,605
Over 100	168	8,670
TOTAL	432	12,817

Mean Under-Enrollment = 29.67
S.D. = 30.61
N = 432
Minimum = 1
Maximum = 189
Median = 19
Mode = 2

Table 10
TITLE XX ENROLLMENT BY CENTER TYPE, FOR CENTER TYPES BDC, CDC, AND PAC ONLY

	TITLE XX ENROLLMENT		
TYPE	MEAN	S.D.	N
BDC	6.23	8.61	189
CDC	41.54	29.03	196
PAC	7.93	8.34	122
TOTAL SAMPLE	20.29	25.58	507

TOTAL CASES = 513

ANALYSIS OF VARIANCE

Source	Sum of Squares	D.F.	Mean Square	F	Significance
Between Groups	144467.1139	2	72233.5570	194.9761	.0000
Within Groups	186718.8427	504	370.4739		

Table 11
TITLE XX ENROLLMENT BY LICENSED CAPACITY, FOR CENTER TYPES BDC, CDC, AND PAC ONLY

	TITLE XX ENROLLMENT		
LICENSED CAPACITY	MEAN	S.D.	N
35 OR LESS	10.98	9.98	60
36 - 70	21.29	19.05	169
71 - 100	27.58	27.65	98
OVER 100	18.48	31.62	180
TOTAL SAMPLE	20.29	25.58	507

Analysis of Variance

Source	Sum of Squares	D.F.	Mean Square	F	Significance
Between Groups	11167.4223	3	3722.4741	5.8509	.0006
Within Groups	320018.5343	503	636.2198		

Table 12
TITLE XX ENROLLMENT BY ALL TYPES

CENTER TYPE	TITLE XX ENROLLMENT MEAN	S.D.	N
BDC	6.23	8.61	189
CDC	41.54	29.03	196
PAC	7.93	8.34	122
OTH	5.67	3.44	6
TOTAL SAMPLE	20.12	25.48	513

TOTAL CASES = 513

ANALYSIS OF VARIANCE

Source	Sum of Squares	D.F.	Mean Square	F	Significance
Between Groups	145734.8064	3	48578.2688	132.3834	.0000
Within Groups	186778.1760	509	366.9512		

Table 13
TITLE XX ENROLLMENT BY LICENSED CAPACITY

LICENSED CAPACITY	TITLE XX ENROLLMENT MEAN	S.D.	N
35 OR LESS	10.50	9.68	66
36 - 70	21.29	19.05	169
71 - 100	27.58	27.65	98
OVER 100	18.48	31.62	180
TOTAL SAMPLE	20.12	25.48	513

Analysis of Variance

Source	Sum of Squares	D.F.	Mean Square	F	Significance
Between Groups	12280.9315	3	4093.6438	6.5067	.0003
Within Groups	320232.0509	509	629.1396		

Table 14
PERCENT OF TOTAL ENROLLMENT WHICH IS TITLE XX TYPES BDC, CDC, AND PAC ONLY

TYPE	TITLE XX ENROLLMENT MEAN	S.D.	N
BDC	11.61	15.32	189
CDC	76.59	29.99	196
PAC	14.36	15.86	122
TOTAL	37.39	38.28	507

ANALYSIS OF VARIANCE

Source	Sum of Squares	D.F.	Mean Square	F	Significance
Between Groups	491580.5196	2	245790.2598	495.5871	.0000
Within Groups	249962.7260	504	495.9578		

Table 15
PERCENT OF TOTAL ENROLLMENT WHICH IS TITLE XX BY LICENSED CAPACITY FOR TYPES BDC, CDC, AND PAC ONLY

LICENSED CAPACITY	PERCENT TITLE XX MEAN	S.D.	N
35 OR LESS	53.02	40.55	60
36 - 70	49.23	39.74	169
71 - 100	40.78	37.60	98
OVER 100	19.22	28.30	180
TOTAL	37.39	38.28	507

Analysis of Variance

Source	Sum of Squares	D.F.	Mean Square	F	Significance
Between Groups	98952.0812	3	32984.0271	25.8189	.0000
Within Groups	642591.1643	503	1277.5172		

Table 16
PERCENT OF TOTAL ENROLLMENT WHICH IS TITLE XX BY ALL TYPES

	TITLE XX ENROLLMENT		
TYPE	MEAN	S.D.	N
BDC	11.61	15.32	189
CDC	76.59	29.99	196
PAC	14.36	15.86	122
OTH	51.29	32.69	6
TOTAL	37.55	38.22	513

ANALYSIS OF VARIANCE

Source	Sum of Squares	D.F.	Mean Square	F	Significance
Between Groups	492726.7559	3	164242.2520	327.4462	.0000
Within Groups	255307.0095	509	501.5855		

Table 17
PERCENT OF TOTAL ENROLLMENT WHICH IS TITLE XX BY LICENSED CAPACITY

	PERCENT TITLE XX		
LICENSED CAPACITY	MEAN	S.D.	N
35 OR LESS	52.87	39.64	66
36 - 70	49.23	39.74	169
71 - 100	40.78	37.60	98
OVER 100	19.22	28.30	180
TOTAL	37.55	38.22	513

Analysis of Variance

Source	Sum of Squares	D.F.	Mean Square	F	Significance
Between Groups	100081.9926	3	33360.6642	26.2065	.0000
Within Groups	647951.7728	509	1272.9897		

Table 18
TOTAL ENROLLMENT BY CENTER TYPE

Center Type	Mean	S.D.	N
BDC	79.06	47.46	189
CDC	57.07	34.33	196
PAC	73.07	66.60	122
Other	11.50	3.33	6
TOTAL	68.440	49.58	513

ANALYSIS OF VARIANCE

Source	Sum of Squares	D.F.	Mean Square	F	Significance
Between Groups	68757.4548	3	22919.1516	9.8032	.0000
Within Groups	1190005.2119	509	2337.9277		

Missing Cases = 0

Table 18
TOTAL ENROLLMENT BY CENTER TYPE

Center Type	Mean	S.D.	N
BDC	79.06	47.45	189
CDC	57.07	34.33	196
PAC	73.07	66.60	122
Other	11.50	3.33	6
TOTAL	68.440	49.58	513

ANALYSIS OF VARIANCE

Source	Sum of Squares	D.F.	Mean Square	F	Significance
Between Groups	68757.4548	3	22919.1516	9.8032	.0000
Within Groups	1190005.2119	509	2337.9277		

Missing Cases = 0

Table 19
PERCENT OF CENTER LICENSED CAPACITY WHICH IS ENROLLED [(TOTAL ENROLLMENT/LICENSED CAPACITY) * 100], BY TYPE

	PERCENT OF CAPACITY		
Type	Mean	S.D.	N
BDC	74.13	24.53	189
CDC	78.96	20.30	196
PAC	76.54	30.43	122
Other	95.83	27.76	6
Total	76.81	24.76	513

Analysis of Variance

Source	Sum of Squares	D.F.	Mean Square	F	Significance
Between Groups	4439.6799	3	1479.8933	2.4347	.0641
Within Groups	309384.0482	509	607.8272		

Table 20
PERCENT OF CENTER LICENSED CAPACITY WHICH IS ENROLLED [(TOTAL ENROLLMENT/LICENSED CAPACITY) * 100], BY TYPE

Licensed Capacity	Mean	S.D.	N
35 or Less	79.83	24.42	66
36 - 70	79.52	26.56	169
71 - 100	83.46	22.90	98
Over 100	69.52	22.42	180
Total	76.81	24.76	513

Analysis of Variance

Source	Sum of Squares	D.F.	Mean Square	F	Significance
Between Groups	15744.4317	3	5248.1439	8.9617	.0000
Within Groups	298079.2964	509	585.6175		

For Full Sample: Median = 80.00
Mode = 100.00
Minimum = 0.00
Maximum = 275.00

Table 21
TOTAL ENROLLMENT VERSUS LICENSED CAPACITY BY TYPE

CENTER TYPE	CENTERS						TOTAL	
	Under Capacity		At Capacity		Over Capacity			
	N	%	N	%	N	%	N	%
BDC	161	85.2	9	4.8	19	10.1	189	100.0
CDC	167	85.2	19	9.7	10	5.1	196	100.0
PAC	100	82.0	7	5.7	15	12.3	122	100.0
Other	4	66.7	1	16.7	1	16.7	6	100.0
TOTAL	432	84.2	36	7.0	45	8.8	513	100.0

TAble 22
TOTAL ENROLLMENT VERSUS LICENSED CAPACITY BY SIZE

LICENSED CAPACITY	CENTERS						TOTAL	
	Under Capacity		At Capacity		Over Capacity			
	N	%	N	%	N	%	N	%
35 or Less	48	72.7	14	21.2	4	6.1	66	100.0
36 - 70	138	81.7	14	8.3	17	10.1	169	100.0
71 - 100	78	79.6	7	7.1	13	13.3	98	100.0
Over 100	168	93.3	1	0.6	11	6.1	180	100.0
TOTAL	432	84.2	36	7.0	45	8.8	513	100.0

Table 23
UNFILLED SLOTS BY REGION FOR THE 432 UNDER-ENROLLED CENTERS

Region	Number of Under-Enrolled Centers	Total Number of Unfilled Slots	Percent of Total Unfilled Slots (12,817)
01	14	615	4.8
02	9	133	1.0
03	18	317	2.5
04	17	269	2.1
05	77	2,716	21.2
06	51	1,041	8.1
07	27	667	5.2
08	40	853	6.7
09	35	1,064	8.3
10	16	766	6.0
11	124	4,260	33.2
12	4	116	0.9
TOTAL	432	12,817	100.0

Table 24
AMOUNT OF OVER-ENROLLMENT (TOTAL ENROLLMENT - LICENSED CAPACITY) IN THE 45 OVER-ENROLLED CENTERS

Center Type	Number of Centers	Total Number of Over-Enrolled Slots
BDC	19	285
CDC	10	64
PAC	15	175
Other	1	6
TOTAL	45	530

Licensed Capacity	Number of Centers	Total Number of Over-Enrolled Slots
35 or Less	4	14
36 - 70	17	137
71 - 100	13	208
Over 100	11	171
TOTAL	45	530

Mean Over-Enrollment = 11.78
S.D. = 13.14
N = 45
Minimum = 1
Maximum = 63
Median = 6
Mode = 1

Table 25
OVER-ENROLLED SLOTS BY REGION FOR THE 45 OVER-ENROLLED CENTERS

Region	Number of Over-Enrolled Centers	Total Number of Over-Enrolled Slots	Percent of Total Over-Enrolled Slots
01	3	85	16.0
02	3	20	3.8
03	1	1	0.2
04	3	28	5.3
05	9	91	17.2
06	1	1	0.2
07	3	79	14.9
08	3	19	3.6
09	5	38	7.2
10	1	1	0.2
11	11	157	29.6
12	2	10	1.9
TOTAL	45	530	100.0

Table 26
BLENDED UNIT RATE BY CENTER TYPE
FOR ALL SIX TYPES

	BLENDED UNIT RATE		
Center Type	Mean	S.D.	N
BDC	9.51	1.40	187
BGH	4.70	0.09	4
CDC	9.57	2.57	193
CGH	8.31	0.00	1
PAC	9.18	1.55	120
PGH	9.81	0.00	1
TOTAL	9.42	2.00	506

Number of Missing Observations = 7

For the 506 valid cases on blended unit rate:
Minimum = 2.35
Maximum = 20.27
Mode = 9.99

Table 27
YOUNGEST AGE GROUP SERVED
CROSSED WITH TYPE

Youngest Age Group	Statistic	Center Type				Row Total
		BDC	CDC	PAC	Other	
0 to 6 months	N	104	79	76	2	261
	Row %	39.8	30.3	29.1	0.8	50.9
	Col %	55.0	40.3	62.3	33.3	
6 to 11 months	N	14	5	2	2	23
	Row %	60.9	21.7	8.7	8.7	4.5
	Col %	7.4	2.6	1.6	33.3	
12 to 17 months	N	18	14	6	2	40
	Row %	45.0	35.0	15.0	5.0	7.8
	Col %	9.5	7.1	4.9	33.3	
18 to 23 months	N	42	25	21		88
	Row %	47.7	28.4	23.9		17.2
	Col %	22.2	12.8	17.2		
24 to 35 months	N	8	37	10		55
	Row %	14.5	67.3	18.2		10.7
	Col %	4.2	18.9	8.2		
3 year olds	N	1	17	4		22
	Row %	4.5	77.3	18.2		4.3
	Col %	0.5	8.7	3.3		
4 year olds	N		6	1		7
	Row %		85.7	14.3		1.4
	Col %		3.1	0.8		
5 year olds	N	2	12	2		16
	Row %	12.5	75.0	12.5		3.1
	Col %	1.1	6.1	1.6		
6 year olds	N		1			1
	Row %		100.0			0.2
	Col %		0.5			
	Column Total	189	196	122	6	513
		36.8	38.2	23.8	1.2	100.0

Number of Missing Observations = 0

Table 28
OLDEST AGE GROUP SERVED
CROSSED WITH TYPE

Oldest Age Group	Statistic	Type BDC	 CDC	 PAC	 Other	Row Total
0 to 6 months	N	1		1		2
	Row %	50.0		50.0		0.4
	Col %	0.5		0.8		
24 to 35 months	N	1	4	4		5
	Row %	20.0	80.0	80.0		1.0
	Col %	0.5	2.0	2.0		
3 year olds	N	2	6	1		9
	Row %	22.2	66.7	11.1		1.8
	Col %	1.1	3.1	0.8		
4 year olds	N	2	4	2	2	10
	Row %	20.0	40.0	20.0	20.0	1.9
	Col %	1.1	2.0	1.6	33.3	
5 year olds	N	5	58	11		74
	Row %	6.8	78.4	14.9		14.4
	Col %	2.6	29.6	9.0		
6 year olds	N	3	53	11		67
	Row %	4.5	79.1	16.4		13.1
	Col %	1.6	27.0	9.0		
Over 6 years old	N	175	71	96	4	346
	Row %	50.6	20.5	27.7	1.2	67.4
	Col %	92.6	36.2	78.7	66.7	
	Column Total	189 36.8	196 38.2	122 23.8	6 1.2	513 100.0

Number of Missing Observations = 0

Table 29
YOUNGEST AGE GROUP SERVED CROSSED WITH LICENSED CAPACITY

Youngest Age Group	Statistic	Licensed Capacity				Row Total
		35 or Less	36-70	71-100	Over 100	
0 to 6 months	N	23	77	60	101	261
	Row %	8.8	29.5	23.0	38.7	50.9
	Col %	34.8	45.6	61.2	56.1	
6 to 11 months	N	4	7	2	10	23
	Row %	17.4	30.4	8.7	43.5	4.5
	Col %	6.1	4.1	2.0	5.6	
12 to 17 months	N	3	10	9	18	40
	Row %	7.5	25.0	22.5	45.0	7.8
	Col %	4.5	5.9	9.2	10.0	
18 to 23 months	N	8	30	19	31	88
	Row %	9.1	34.1	21.6	35.2	17.2
	Col %	12.1	17.8	19.4	17.2	
24 to 35 months	N	18	21	2	14	55
	Row %	32.7	38.2	3.6	25.5	10.7
	Col %	27.3	12.4	2.0	7.8	
3 year olds	N	5	10	3	4	22
	Row %	22.7	45.5	13.6	18.2	4.3
	Col %	7.6	5.9	3.1	2.2	
4 year olds	N	2	3	1	1	7
	Row %	28.6	42.9	14.3	14.3	1.4
	Col %	3.0	1.8	1.0	1.0	
5 year olds	N	3	10	2	1	16
	Row %	18.8	62.5	12.5	6.3	3.1
	Col %	4.5	5.9	2.0	0.6	
6 year olds	N		1			1
	Row %		100.0			0.2
	Col %		0.6			
	Column Total	66	169	98	180	513
		12.9	32.9	19.1	35.1	100.0

Number of Missing Observations = 0

Table 30
OLDEST AGE GROUP SERVED
CROSSED WITH LICENSED CAPACITY

Oldest Age Group	Statistic	Licensed Capacity				Row Total
		35 or Less	36-70	71-100	Over 100	
0 to 6 months	N				2	2
	Row %				100.0	0.4
	Col %				1.1	
24 to 35 months	N	2	1	1	1	5
	Row %	40.0	20.0	20.0	20.0	1.0
	Col %	3.0	0.6	1.0	0.6	
3 year olds	N	3	3	3		9
	Row %	33.3	33.3	33.3		1.8
	Col %	4.5	1.8	3.1		
4 year olds	N	3 30.0	4	1	2	10
	Row %	3.0	40.0	10.0	20.0	1.9
	Col %	4.5	1.8	1.0	1.0	
5 year olds	N	14	30	16	14	74
	Row %	18.9	40.5	21.6	18.9	14.4
	Col %	21.2	17.7	16.3	7.8	
6 year olds	N	5	39	15	8	67
	Row %	7.5	58.2	22.4	11.9	13.1
	Col %	7.6	23.1	15.3	4.4	
Over 6 years old	N	39	92	62	153	346
	Row %	11.3	26.6	17.9	44.2	67.4
	Col %	59.1	54.4	63.3	85.0	
	Column Total	66	169	98	180	513
		12.9	32.9	19.1	35.1	100.0

Number of Missing Observations = 0

Table 31
YOUNGEST AGE GROUP SERVED CROSSED WITH REGION

AGE GROUP	STATISTIC	REGION												
		01	02	03	04	05	06	07	08	09	10	11	12	ROW TOTAL
0 to 6 Months	N	12	7	16	12	37	18	20	16	25	11	83	4	261
	Column %	70.6	50.0	80.0	54.5	39.8	31.6	57.1	32.7	55.6	64.7	60.1	66.7	50.9
	Total %	2.3	1.4	3.1	2.3	7.2	3.5	3.9	3.1	4.9	2.1	16.2	.8	
6 to 11 Months	N		4		2	1		1	1	2		12		23
	Column %		28.6		9.1	1.1		2.9	2.0	4.4		8.7		4.5
	Total %		.8		.4	.2		.2	.2	.4		2.3		
12 to 17 Months	N		1	1	2	15	2	1	2	2		13	1	40
	Column %		7.1	5.0	9.1	16.1	3.5	2.9	4.1	4.4		9.4	16.7	7.8
	Total %		.2	.2	.4	2.9	.4	.2	.4	.4		2.5	.2	
18 to 23 Months	N	2	1	1	1	18	3	8	17	8	5	23	1	88
	Column %	11.8	7.1	5.0	4.5	19.4	5.3	22.9	34.7	17.8	29.4	16.7	16.7	17.2
	Total %	.4	.2	.2	.2	3.5	.6	1.6	3.3	1.6	1.0	4.5	.2	
24 to 35 Months	N	1	1	2	1	9	16	3	12	4	1	5		55
	Column %	5.9	7.1	10.0	4.5	9.7	28.1	8.6	24.5	8.9	5.9	3.6		10.7
	Total %	.2	.2	.4	.2	1.8	3.1	.6	2.3	.8	.2	1.0		
3-Year Olds	N				4	10		2	1	4		1		22
	Column %				18.2	10.8		5.7	2.0	8.9		.7		4.3
	Total %				.8	1.9		.4	.2	.8		.2		
4-Year Olds	N					1	6							7
	Column %					1.1	10.5							1.4
	Total %					.2	1.2							
5-Year Olds	N	2				2	11					1		16
	Column %	11.8				2.2	19.3					.7		3.1
	Total %	.4				.4	2.1					.2		
6-Year Olds	N						1							1
	Column %						1.8							.2
	Total %						.2							
	COLUMN	17	14	20	22	93	57	35	49	45	17	138	6	513
	TOTAL	3.3	2.7	3.9	4.3	18.1	11.1	6.8	9.6	8.8	3.3	26.9	1.2	100.0

oldest

Table 32
AGE GROUP SERVED CROSSED WITH REGION

AGE GROUP	STATISTIC	REGION												ROW TOTAL
		01	02	03	04	05	06	07	08	09	10	11	12	
0 to 6 Months	N					1			1					2
	Column %					1.1			2.0					.4
	Total %					.2			.2					
24 to 35 Months	N							2		3				5
	Column %							5.7		6.7				1.0
	Total %							.4		.6				
3-Year Olds	N	2		1			3		1	1	1			9
	Column %	11.8		5.0			5.3		2.0	2.2	5.9			1.8
	Total %	.2		.2			.6		.2	.2	.2			
4-Year Olds	N		3			2	1		2		1	1		10
	Column %		21.4			2.2	1.8		4.1		5.9	.7		1.9
	Total %		.6	.		.4	.2		.4		.2	.2		
5-Year Olds	N		4	3		9	19	1	18	13	1	3	3	74
	Column %		28.6	15.0		9.7	33.3	2.9	36.7	28.9	5.9	2.2	50.0	14.4
	Total %		.8	.6		1.8	3.7	.2	3.5	2.5	.2	.6	.6	
6-Year Olds	N	2		8	4	21	1	5	7	4	5	8	2	67
	Column %	11.8		40.0	18.2	22.6	1.8	14.3	14.3	8.9	29.4	5.8	33.3	13.1
	Total %	.4		1.6	.8	4.1	.2	1.0	1.4	.8	1.0	1.6	.4	
Over 6 Years Old	N	13	7	8	18	60	33	27	20	24	9	126	1	346
	Column %	76.5	50.0	40.0	81.8	64.5	57.9	77.1	40.8	53.3	52.9	91.3	16.7	67.7
	Total %	2.5	1.4	1.6	3.5	11.7	6.4	5.3	3.9	4.7	1.8	24.6	.2	
	COLUMN	17	14	20	22	93	57	35	49	45	17	138	6	513
	TOTAL	3.3	2.7	3.9	4.3	18.1	11.1	6.8	9.6	8.8	3.3	26.9	1.2	100.0

Table 33
CROSSTABULATION OF LICENSING STATUS (Item 20) WITH FACILITY TYPE

Facility Licensing Status	Statistic	Facility Type				Row Total
		BDC	CDC	PAC	Other	
1. Has license.	N	181	194	120	6	501
	Row %	36.1	38.7	24.0	1.2	98.8
	Col %	97.8	99.5	99.2	100.0	
2. Has certification.	N	1				1
	Row %	100.0				0.2
	Col %	0.5				
3. Has letter of approval.	N					0
	Row %					0.0
	Col %					
4. Has application pending.	N	2		1		3
	Row %	66.7		33.3		0.6
	Col %	1.1		0.8		
5. None of the above.	N	1	1			2
	Row %	50.0	50.0			0.4
	Col %	0.5	0.5			
	Column Total	185	195	121	6	507
		36.5	38.5	23.9	1.2	100.0

Number of Missing Observations = 6

Table 34
CROSSTABULATION OF LICENSING STATUS (Item 20) WITH LICENSED CAPACITY

Facility Licensing Status	Statistic	Licensed Capacity				Row Total
		35 or Less	36-70	71-100	Over 100	
1. Has license.	N	64	167	96	174	501
	Row %	12.8	33.3	19.2	34.7	98.8
	Col %	97.0	99.4	99.0	98.9	
2. Has certification.	N	1				1
	Row %	100.0				0.2
	Col %	1.5				
3. Has letter of approval.	N					0
	Row %					0.0
	Col %					
4. Has application pending.	N			1	2	3
	Row %			33.3	66.7	0.6
	Col %			1.0	1.1	
5. None of the above.	N	1	1			2
	Row %	50.0	50.0			0.4
	Col %	1.5	0.6			
	Column Total	66	168	97	176	507
		13.0	33.1	19.1	34.7	100.0

Number of Missing Observations = 6

Table 35
CROSSTABULATION OF CURRENT COMPLIANCE STATUS (Item 21) WITH FACILITY TYPE

Current Compliance Status	Statistic	Facility Type				Row Total
		BDC	CDC	PAC	OTHER	
1. In compliance, all standards.	N Row % Col %	154 35.5 83.7	179 41.2 92.7	95 21.9 79.8	6 1.4 100.0	434 86.5
2. Out of compliance, one or more standards.	N Row % Col %	30 44.1 16.3	14 20.6 7.3	24 35.3 20.2		68 13.5
	Column Total	184 36.7	193 38.4	119 23.7	6 1.2	502 100.0

Chi-Square	D.F.	Significance	Min. E.F.	Cells with E.F. 5
13.11621	3	10044	.813	1 of 8 (12.5%)

Number of Missing Observations = 11

Table 36
CROSSTABULATION OF CURRENT COMPLIANCE STATUS (Item 21) WITH LICENSED CAPACITY

Current Compliance Status	Statistic	Licensed Capacity				Row Total
		35 or Less	36-70	71-100	Over 100	
1. In compliance, all standards.	N	56	149	84	145	434
	Row %	12.9	34.3	19.4	33.4	86.5
	Col %	86.2	89.2	87.5	83.3	
2. Out of compliance, one or more standards.	N	9	18	12	29	68
	Row %	13.2	26.5	17.6	42.6	13.5
	Col %	13.8	10.8	12.5	16.7	
	Column Total	65 12.9	167 33.3	96 19.1	174 34.7	502 100.0

Chi-Square	D.F.	Significance	Min. E.F.	Cells with E.F. 5
2.63388	3	.4516	8.805	None

Number of Missing Observations = 11

Center 37
NUMBER OF LICENSING AREAS LISTED AS CURRENTLY OUT OF COMPLIANCE (ITEM 21) BY TYPE*

	NUMBER OF AREAS LISTED AS CURRENTLY OUT OF COMPLIANCE (ITEM 21)		
Center Type	Mean	S.D.	N
BDC	2.74	1.87	27
CDC	2.50	1.98	12
PAC	3.17	2.62	23
Other			0
TOTAL	2.85	2.18	62

ANALYSIS OF VARIANCE

Source	Sum of Squares	D.F.	Mean Square	F	Significance
Between Groups	4.2040	2	2.1020	.4344	.6497
Within Groups	285.4895	59	4.8388		

* Includes only cases scored "2" (out of compliance on one or more standards) on Item 21 with a non-blank field for listing areas of non-compliance.

Table 38
NUMBER OF LICENSING AREAS LISTED AS CURRENTLY OUT OF COMPLIANCE (ITEM 21) BY LICENSED CAPACITY*

	NUMBER OF AREAS LISTED AS CURRENTLY OUT OF COMPLIANCE (ITEM 21)		
Licensed Capacity	Mean	S.D.	N
35 or Less	2.87	1.81	8
36-70	3.44	2.63	16
71-100	2.55	1.75	11
Over 100	2.63	2.19	27
TOTAL	2.85	2.18	62

ANALYSIS OF VARIANCE

Source	Sum of Squares	D.F.	Mean Square	F	Significance
Between Groups	7.8575	3	2.6192	.5390	.6575
Within Groups	281.8361	58	4.8592		

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* Includes only cases scored "2" (out of compliance on one or more standards) on Item 21 with a non-blank field for listing areas of non-compliance.

Table 39
CROSSTABULATION OF CURRENT PROBATION STATUS (Item 23) WITH LICENSED CAPACITY

Current Probation Status	Statistic	Licensed Capacity				Row Total
		35 or Less	36-70	71-100	Over 100	
1. Is not on probation.	N	64	161	97	170	492
	Row %	13.0	32.7	19.7	34.6	99.2
	Col %	100.0	98.2	100.0	99.4	
2. Is on probation.	N		3		1	4
	Row %		75.0		25.0	0.8
	Col %		1.8		.6	
	Column Total	64	164	97	171	496
		12.9	33.1	19.6	34.5	100.0

Number of Missing Observations = 17

NOTE: On Item 24, probation status in last calendar year, only one center of 494 centers with valid data (0.2%) was reported as on probation, but complied with the terms of probation within the designated time frame. The center on probation had a licensed capacity of over 100.

Table 40
CROSSTABULATION OF CURRENT PROBATION STATUS (Item 23) WITH FACILITY TYPE

Current Probation Status	Statistic	Facility Type				Row Total
		BDC	CDC	PAC	Other	
1. Is not on probation.	N	180	190	116	6	492
	Row %	36.6	38.6	23.6	1.2	99.2
	Col %	100.0	100.0	96.7	100.0	
2. Is on probation.	N			4		4
	Row %			100.0		0.8
	Col %			3.3		
	Column Total	180	190	120	6	496
		36.3	38.3	24.2	1.2	100.0

Number of Missing Observations = 17

NOTE: On Item 24, probation status in last calendar year, only one center of 494 centers with valid data (0.2%) was reported as on probation, but complied with the terms of probation within the designated time frame. The center on probation was type BDC.

Table 41
CROSSTABULATION OF LICENSING COMPLIANCE IN LAST CALENDAR YEAR (ITEM 22) WITH TYPE

Compliance Last Year	Statistic	Type				Row Total
		BDC	CDC	PAC	Other	
1. In compliance, all standards.	N	39	26	15	1	81
	Row %	48.1	32.1	18.5	1.2	16.1
	Col %	21.1	13.5	12.5	16.7	
2. Out of compliance, corrected within time frame.	N	124	157	92	5	378
	Row %	32.8	41.5	24.3	1.3	75.1
	Col %	67.0	81.8	76.7	83.3	
3. Out of compliance, not corrected within time frame.	N	17	6	8		31
	Row %	54.8	19.4	25.8		6.2
	Col %	9.2	3.1	6.7		
4. Out of compliance, still within time frame.	N	2	2	5		9
	Row %	22.2	22.2	55.6		1.8
	Col %	1.1	1.1	4.2		
5. Concurrence or appeal situation.	N	3	1			4
	Row %	75.0	25.0			0.8
	Col %	1.6	0.5			
	Column Total	185	192	120	6	503
		36.8	38.2	23.9	1.2	100.0

Chi-Square	D.F.	Significance	Min. E.F.	Cells with E.F. < 5
21.26443	12	.0466	.048	11 of 20 (55.0%)

Number of Missing Observations = 10

Table 42
CROSSTABULATION OF LICENSING COMPLIANCE IN LAST CALENDAR YEAR (ITEM 22) WITH LICENSED CAPACITY

Compliance Last Year	Statistic	Licensed Capacity				Row Total
		35 or Less	36-70	71-100	Over 100	
1. In compliance, all standards.	N	11	25	10	35	81
	Row %	13.6	30.9	12.3	43.2	16.1
	Col %	16.9	15.1	10.4	19.9	
2. Out of compliance, corrected within time frame.	N	53	130	77	118	378
	Row %	14.0	34.4	20.4	31.2	75.1
	Col %	81.5	78.3	80.2	67.0	
3. Out of compliance, not corrected within time frame.	N	1	8	4	18	31
	Row %	3.2	25.8	12.9	58.1	6.2
	Col %	1.5	4.8	4.2	10.2	
4. Out of compliance, still within time frame.	N		1	5	3	9
	Row %		11.1	55.6	33.3	1.8
	Col %		0.6	5.2	1.7	
5. Concurrence or appeal situation.	N		2		2	4
	Row %		50.0		50.0	0.8
	Col %		1.2		1.1	
	Column Total	65	166	96	176	503
		12.9	33.0	19.1	35.0	100.0

Chi-Square	D.F.	Significance	Min. E.F.	Cells with E.F. < 5
24.78748	12	.0159	.517	9 of 20 (45.0%)

Number of Missing Observations = 10

Table 43
NUMBER OF LICENSING AREAS LISTED AS OUT OF COMPLIANCE IN THE LAST CALENDAR YEAR (ITEM 22) BY TYPE*

Center Type	NUMBER OF AREAS LISTED AS OUT OF COMPLIANCE IN LAST CALENDAR YEAR Mean	S.D.	N
BDC	3.84	2.62	118
CDC	3.20	2.40	110
PAC	3.73	2.64	75
Other	5.75	3.77	4
TOTAL	3.61	2.58	307

ANALYSIS OF VARIANCE

Source	Sum of Squares	D.F.	Mean Square	F	Significance
Between Groups	44.1371	3	14.7124	2.2390	.0838
Within Groups	1,990.9573	303	6.5708		

* Includes only cases scored > 1, indicating non-compliance, on Item 22 with a non-blank field for listing areas of non-compliance.

Table 44
NUMBER OF LICENSING AREAS LISTED AS OUT OF COMPLIANCE IN THE LAST CALENDAR YEAR (ITEM 22) BY LICENSED CAPACITY*

	NUMBER OF AREAS LISTED AS OUT OF COMPLIANCE IN LAST CALENDAR YEAR		
Licensed Capacity	Mean	S.D.	N
35 or Less	3.60	2.78	40
36-70	3.44	2.45	90
71-100	3.57	2.82	61
Over 100	3.76	2.49	116
TOTAL	3.61	2.58	307

ANALYSIS OF VARIANCE

Source	Sum of Squares	D.F.	Mean Square	F	Significance
Between Groups	5.1128	3	1.7043	.2544	.8582
Within Groups	2,029.9816	303	6.6996		

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* Includes only cases scored > 1, indicating non-compliance, on Item 22 with a non-blank field for listing areas of non-compliance.

Table 45
AVERAGE YEARS OF SCHOOL COMPLETED BY CAREGIVERS IN THE FACILITY, BY TYPE

Type	Mean	S.D.	N
BDC	12.34	1.28	189
CDC	12.56	1.51	196
PAC	12.59	1.38	122
Other	12.08	1.62	6
TOTAL	12.48	1.40	513

ANALYSIS OF VARIANCE

Source	Sum of Squares	D.F.	Mean Square	F	Significance
Between Groups	7.5384	3	2.5128	1.2847	.2789
Within Groups	995.5568	509	1.9559		

Table 46
AVERAGE YEARS OF SCHOOL COMPLETED BY CAREGIVERS IN THE FACILITY, BY LICENSED CAPACITY

Licensed Capacity	Mean	S.D.	N
35 or Less	12.35	1.46	66
36 - 70	12.49	1.55	169
71 - 100	12.39	1.25	98
Over 100	12.56	1.31	180
TOTAL	12.48	1.40	513

ANALYSIS OF VARIANCE

Source	Sum of Squares	D.F.	Mean Square	F	Significance
Between Groups	2.8995	3	.9665	.4919	.6881
Within Groups	1000.1958	509	1.9650		

Table 47
SUMMARY ON LEVEL OF EDUCATION OF CAREGIVERS, BY TYPE

AVG. PERCENT* OF CAREGIVERS IN FACILITY AT LEVEL OF EDUCATION, ROUNDING TO NEAREST WHOLE PERCENT

	TYPE				
LEVEL OF EDUCATION	BDC	CDC	PAC	OTHER	TOTAL
High School or Less	60	61	59	77	60
Some College	15	14	15	23	15
Associate Degree	8	12	11	4	10
Bachelor's Degree	8	9	8	0	8
Master's Degree or Higher	2	2	2	0	2

Table 48
SUMMARY ON LEVEL OF EDUCATION OF CAREGIVERS, BY LICENSED CAPACITY

AVG. PERCENT* OF CAREGIVERS IN FACILITY AT LEVEL OF EDUCATION, ROUNDING TO NEAREST WHOLE PERCENT

	LICENSED CAPACITY				
LEVEL OF EDUCATION	35 OR LESS	36-70	71-100	OVER 100	TOTAL
High School or Less	66	62	61	56	60
Some College	10	15	13	17	15
Associate Degree	13	11	9	9	10
Bachelor's Degree	9	9	10	6	8
Master's Degree or Higher	2	2	2	2	2

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* Percent at each level of education within a facility was computed as follows:

$$\frac{\text{(Number of caregivers reported at level)}}{\text{(Total caregivers)}} \quad X \quad 100$$

Table 49
SUMMARY ON AREA OF CREDENTIALING/SPECIALIZATION OF CAREGIVERS, BY TYPE

AVG. PERCENT* OF CAREGIVERS IN FACILITY IN THE AREA, ROUNDED TO NEAREST WHOLE PERCENT

			TYPE		
AREA	BDC	CDC	PAC	OTHER	TOTAL
Early Childhood or Child Development	6	20	11	0	12
Elementary Education	4	4	4	8	4
Secondary Education	2	3	4	0	3
Home Economics, Psychology, Sociology, or Social Work	4	5	3	0	4
Medical Specialty (Nursing, Premed, Paramedic, Pharmacy, Etc.)	1	1	2	12	1
Business	2	2	2	0	2
High School Level Child Development	4	3	2	0	3
Other	4	4	6	4	4

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* Percent in area within a facility was computed as follows:

$$\frac{\text{(Number of caregivers reported in the area)}}{\text{(Total caregivers)}} \times 100$$

Table 50
SUMMARY ON AREA OF CREDENTIALING/SPECIALIZATION OF CAREGIVERS, BY LICENSED CAPACITY

	AVG. PERCENT* OF CAREGIVERS IN FACILITY AT LEVEL OF EDUCATION, ROUNDING TO NEAREST WHOLE PERCENT				
	LICENSED CAPACITY				
LEVEL OF EDUCATION	35 OR LESS	36-70	71-100	OVER 100	TOTAL
Early Childhood or Child Development	16	15	11	10	12
Elementary Education	6	4	4	4	4
Secondary Education	3	4	3	3	3
Home Economics, Psychology, Sociology, or Social Work	5	4	4	3	4
Medical Specialty (Nursing, Premed, Paramedic, Pharmacy, Etc.)	2	2	2	1	1
Business	3	2	2	2	2
High School Level Child Development	4	3	3	4	3
Other	5	4	6	4	4

* Percent in area within a facility was computed as follows:

$$\frac{\text{(Number of caregivers reported in the area)}}{\text{(Total caregivers)}} \times 100$$

Table 51
PERCENT OF TOTAL CAREGIVERS IN FACILITY SHOWING ONE OR MORE SEMESTER CREDIT HOURS IN CHILD DEVELOPMENT OR EARLY CHILDHOOD,* BY TYPE

Type	Mean	S.D.	N
BDC	15.98	17.60	189
CDC	37.65	29.13	196
PAC	23.13	22.37	122
Other	20.00	24.49	6
TOTAL	26.01	25.54	513

ANALYSIS OF VARIANCE

Source	Sum of Squares	D.F.	Mean Square	F	Significance
Between Groups	46803.2982	3	15601.0994	27.6422	.0000
Within Groups	287276.2903	509	564.3935		

Missing Cases = 0

Table 52
PERCENT OF TOTAL CAREGIVERS IN FACILITY SHOWING ONE OR MORE SEMESTER CREDIT HOURS IN CHILD DEVELOPMENT OR EARLY CHILDHOOD,* BY LICENSED CAPACITY

Licensed Capacity	Mean	S.D.	N
35 or Less	31.57	29.53	66
36 - 70	28.93	27.06	169
71 - 100	26.18	26.03	98
Over 100	21.12	21.21	180
TOTAL	26.01	25.54	513

ANALYSIS OF VARIANCE

Source	Sum of Squares	D.F.	Mean Square	F	Significance
Between Groups	7781.1635	3	2593.7212	4.0460	.0074
Within Groups	326298.4249	509	641.0576		

Missing Cases = 0

$$* \frac{\text{(Number of caregivers in facility reported to have 1 or more semester credit hours)}}{\text{(Total Caregivers)}} \times 100$$

OVERALL: MEDIAN = 20 MODE = 0 MINIMUM = 0 MAXIMUM = 100

Table 53
AVERAGE SEMESTER CREDIT HOURS IN CHILD DEVELOPMENT/EARLY CHILDHOOD FOR CAREGIVERS IN THE FACILITY WITH ONE OR MORE CREDIT HOURS, BY TYPE*

Type	Mean	S.D.	N
BDC	11.42	8.13	122
CDC	17.75	13.26	172
PAC	16.10	12.80	87
Other	9.00	3.00	3
TOTAL	15.30	12.01	384

ANALYSIS OF VARIANCE

Source	Sum of Squares	D.F.	Mean Square	F	Significance
Between Groups	3043.4981	3	1014.4994	7.3886	.0001
Within Groups	52176.0603	380	137.3054		

Table 54
AVERAGE SEMESTER CREDIT HOURS IN CHILD DEVELOPMENT/EARLY CHILDHOOD FOR CAREGIVERS IN THE FACILITY WITH ONE OR MORE CREDIT HOURS, BY LICENSED CAPACITY*

Licensed Capacity	Mean	S.D.	N
35 or Less	17.45	14.38	44
36 - 70	15.15	12.81	127
71 - 100	13.24	10.00	78
Over 100	15.92	11.39	135
TOTAL	15.30	12.01	384

ANALYSIS OF VARIANCE

Source	Sum of Squares	D.F.	Mean Square	F	Significance
Between Groups	588.4383	3	196.1461	1.3643	.2533
Within Groups	54631.1201	380	143.7661		

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* Includes a value only for centers with one or more caregivers showing credit hours.

Table 55
PERCENT OF TOTAL CAREGIVERS WHO MEET ONE OR MORE OF THE LISTED EDUCATION/EXPERIENCE CRITERIA, BY TYPE

Type	Mean	S.D.	N
BDC	15.13	14.67	189
CDC	37.36	28.44	196
PAC	24.05	25.73	122
OTHER	16.67	25.82	6
TOTAL	25.76	25.40	513

ANALYSIS OF VARIANCE

Source	Sum of Squares	D.F.	Mean Square	F	Significance
Between Groups	48594.1596	3	16198.0532	29.2737	.0000
Within Groups	281645.7773	509	553.3316		

Table 56
PERCENT OF TOTAL CAREGIVERS WHO MEET ONE OR MORE OF THE LISTED EDUCATION/EXPERIENCE CRITERIA, BY LICENSED CAPACITY

Licensed Capacity	Mean	S.D.	N
35 or less	28.77	27.43	66
36 - 70	29.54	27.76	169
71 - 100	25.72	25.44	98
Over 100	21.14	21.43	180
TOTAL	25.76	25.40	513

ANALYSIS OF VARIANCE

Source	Sum of Squares	D.F.	Mean Square	F	Significance
Between Groups	6861.6391	3	2287.2130	3.6001	.0135
Within Groups	323378.2978	509	635.3208		

Table 59
PERCENT OF TOTAL CAREGIVERS IN FACILITY HAVING ONE OR MORE YEARS OF EXPERIENCE AS A SUPERVISED LEAD TEACHER,* BY TYPE

Type	Mean	S.D.	N
BDC	9.83	20.32	189
CDC	30.61	34.14	196
PAC	17.66	28.19	122
Other	15.00	23.45	6
TOTAL	19.69	29.52	513

ANALYSIS OF VARIANCE

Source	Sum of Squares	D.F.	Mean Square	F	Significance
Between Groups	42392.7492	3	14130.9164	17.8094	.0000
Within Groups	403866.3835	509	793.4507		

Missing Cases = 0

Table 60
PERCENT OF TOTAL CAREGIVERS IN FACILITY HAVING ONE OR MORE YEARS OF EXPERIENCE AS A SUPERVISED LEAD TEACHER,* BY LICENSED CAPACITY

Licensed Capacity	Mean	S.D.	N
35 or Less	24.47	31.98	66
36 - 70	27.29	34.15	169
71 - 100	16.77	27.62	98
Over 100	12.40	22.19	180
TOTAL	19.69	29.52	513

ANALYSIS OF VARIANCE

Source	Sum of Squares	D.F.	Mean Square	F	Significance
Between Groups	21695.8943	3	7231.9648	8.6703	.0000
Within Groups	424563.2385	509	834.1125		

Missing Cases = 0

$$* \frac{\text{(Number of caregivers in facility reported to have 1 or more years experience)}}{\text{(Total Caregivers)}} \times 100$$

OVERALL: MEDIAN = 0 MODE = 0 MINIMUM = 0 MAXIMUM = 100

Table 61
AVERAGE YEARS OF EXPERIENCE AS A SUPERVISED LEAD TEACHER FOR CAREGIVERS

Type	Mean	S.D.	N
BDC	3.50	4.22	55
CDC	4.97	6.49	121
PAC	4.22	3.68	52
Other	8.75	10.25	2
TOTAL	4.48	5.50	230

ANALYSIS OF VARIANCE

Source	Sum of Squares	D.F.	Mean Square	F	Significance
Between Groups	121.5795	3	40.5265	1.3440	.2609
Within Groups	6814.8778	226	30.1543		

Table 62
AVERAGE YEARS OF EXPERIENCE AS A SUPERVISED LEAD TEACHER FOR CAREGIVERS

Licensed Capacity	Mean	S.D.	N
35 or Less	6.42	8.79	30
36 - 70	4.25	4.22	86
71 - 100	3.68	2.74	41
Over 100	4.41	6.16	73
TOTAL	4.48	5.50	230

ANALYSIS OF VARIANCE

Source	Sum of Squares	D.F.	Mean Square	F	Significance
Between Groups	143.9820	3	47.9940	1.5969	.1910
Within Groups	6792.4753	226	30.0552		

* Includes a value only for centers with one or more caregivers having lead teacher experience.

Table 63
CENTERS' ITEM 40, STAFF RECEIVE ORIENTATION IN SPECIFIED AREAS BEFORE BEGINNING CHILD CARE DUTIES, CROSSED WITH TYPE

Orientation in Specified Areas	Statistic	Type				Row Total
		BDC	CDC	PAC	Other	
YES	N	122	145	85	1	353
	Row %	34.6	41.1	24.1	0.3	69.1
	Col %	65.2	74.0	69.7	16.7	
IN SOME, BUT NOT ALL AREAS	N	60	50	35	2	147
	Row %	40.8	34.0	23.8	1.4	28.8
	Col %	32.1	25.5	28.7	33.3	
NO	N	5	1	2	3	11
	Row %	45.5	9.1	18.2	27.3	2.2
	Col %	2.7	0.5	1.6	50.0	
	Column Total	187	196	122	6	511
		36.6	38.4	23.9	1.2	100.0

Chi-Square	D.F.	Significance	Min. E.F.	Cells with E.F. < 5
71.60714	6	.0000	.129	6 of 12 (50.0%)

Number of Missing Observations = 2

Table 64
CENTERS' ITEM 40, STAFF RECEIVE ORIENTATION IN SPECIFIED AREAS BEFORE BEGINNING CHILD CARE DUTIES, CROSSED WITH LICENSED CAPACITY

Orientation in Specified Areas	Statistic	Licensed Capacity				Row Total
		35 or less	36-70	71-100	Over 100	
YES	N	33	119	71	130	353
	Row %	9.3	33.7	20.1	36.8	69.1
	Col %	50.8	70.4	72.4	72.6	
IN SOME, BUT NOT ALL AREAS	N	28	45	26	48	147
	Row %	19.0	30.6	17.7	32.7	28.8
	Col %	43.1	26.6	26.5	26.8	
NO	N	4	5	1	1	11
	Row %	36.4	45.5	9.1	9.1	2.2
	Col %	6.2	3.0	1.0	0.6	
	Column Total	65	169	98	179	511
		12.7	33.1	19.2	35.0	100.0

Chi-Square	D.F.	Significance	Min. E.F.	Cells with E.F. < 5
17.02884	6	.0092	1.399	4 of 12 (33.3%)

Number of Missing Observations = 2

Table 65
CENTERS' ITEM 41, VOLUNTEERS AND SUBSTITUTES ARE ORIENTED BEFORE BEGINNING DUTIES, CROSSED WITH TYPE

Volunteers and Substitutes Are Oriented	Statistic	Type				Row Total
		BDC	CDC	PAC	Other	
YES	N	142	167	86	2	397
	Row %	35.8	42.1	21.7	0.5	78.8
	Col %	77.2	86.5	71.1	33.3	
SOME, BUT NOT ALL VOLUNTEERS/ SUBSTITUTES	N	21	14	23	1	59
	Row %	35.6	23.7	39.0	1.7	11.7
	Col %	11.4	7.3	19.0	16.7	
NO	N	21	12	12	3	48
	Row %	43.8	25.0	25.0	6.3	9.5
	Col %	11.4	6.2	9.9	50.0	
	Column Total	184	193	121	6	504
		36.5	38.3	24.0	1.2	100.0

Chi-Square	D.F.	Significance	Min. E.F.	Cells with E.F. < 5
26.18161	6	.0002	.571	3 of 12 (25.0%)

Number of Missing Observations = 9

Table 66
CENTERS' ITEM 41, VOLUNTEERS AND SUBSTITUTES ARE ORIENTED BEFORE BEGINNING DUTIES, CROSSED WITH LICENSED CAPACITY

Volunteers and Substitutes Are Oriented	Statistic	Licensed Capacity				Row Total
		35 or less	36-70	71-100	Over 100	
YES	N	44	135	77	141	397
	Row %	11.1	34.0	19.4	35.5	78.8
	Col %	68.8	80.8	80.2	79.7	
SOME, BUT NOT ALL VOLUNTEERS/ SUBSTITUTES	N	6	16	14	23	59
	Row %	10.2	27.1	23.7	39.0	11.7
	Col %	9.4	9.6	14.6	13.0	
NO	N	14	16	5	13	48
	Row %	29.2	33.3	10.4	27.1	9.5
	Col %	21.9	9.6	5.2	7.3	
	Column Total	64	167	96	177	504
		12.7	33.1	19.0	35.1	100.0

Chi-Square	D.F.	Significance	Min. E.F.	Cells with E.F. < 5
15.83261	6	.0147	6.095	None

Number of Missing Observations = 9

Table 67
CENTERS' ITEM 42, ONE STAFF PERSON IS RESPONSIBLE FOR NOTIFYING CHILD CARE STAFF OF TRAINING OPPORTUNITIES AND RESOURCES, CROSSED WITH TYPE

One Person Notifies on Training	Statistic	Type BDC	Type CDC	Type PAC	Type Other	Row Total
YES	N	177	192	113	3	485
	Row %	36.5	39.6	23.3	0.6	94.7
	Col %	94.1	98.0	92.6	50.0	
PERSON ASSIGNED, NOT ALL STAFF KNOW WHO	N	3	3	5		11
	Row %	27.3	27.3	45.5		2.1
	Col %	1.6	1.5	4.1		
NO	N	8	1	4	3	16
	Row %	50.0	6.3	25.0	18.8	3.1
	Col %	4.3	0.5	3.3	50.0	
	Column Total	188 36.7	196 38.3	122 23.8	6 1.2	512 100.0

Chi-Square	D.F.	Significance	Min. E.F.	Cells with E.F. < 5
51.70407	6	.0000	.129	6 of 12 (50.0%)

Number of Missing Observations = 1

Table 68
CENTERS' ITEM 42, ONE STAFF PERSON IS RESPONSIBLE FOR NOTIFYING CHILD CARE STAFF OF TRAINING OPPORTUNITIES AND RESOURCES, CROSSED WITH LICENSED CAPACITY

One Person Notifies on Training	Statistic	Licensed Capacity 35 or less	Licensed Capacity 36-70	Licensed Capacity 71-100	Licensed Capacity Over 100	Row Total
YES	N	60	162	91	172	485
	Row %	12.4	33.4	18.8	35.5	94.7
	Col %	92.3	95.9	92.9	95.6	
PERSON ASSIGNED, NOT ALL STAFF KNOW WHO	N		2	5	4	11
	Row %		18.2	45.5	36.4	2.1
	Col %		1.2	5.1	2.2	
NO	N	5	5	2	4	16
	Row %	31.3	31.3	12.5	25.0	3.1
	Col %	7.7	3.0	2.0	2.2	
	Column Total	65 12.7	169 33.0	98 19.1	180 35.2	512 100.0

Chi-Square	D.F.	Significance	Min. E.F.	Cells with E.F. < 5
11.41707	6	.0763	1.396	6 of 12 (50.0%)

Number of Missing Observations = 1

Table 69
CENTERS' ITEM 43, PROVIDER HAS IMPLEMENTED WRITTEN TRAINING PLAN, CROSSED WITH TYPE

Training Plan	Statistic	Type				Row Total
		BDC	CDC	PAC	Other	
Written and implemented	N Row % Col %	50 33.8 26.6	82 55.4 42.1	16 10.8 13.2		148 29.0
Written and partially implemented	N Row % Col %	11 55.0 5.9	8 40.0 4.1	1 5.0 0.8		20 3.9
Written, but not implemented at all	N Row % Col %	4 44.4 2.1	5 55.6 2.6			9 1.8
Not written	N Row % Col %	123 36.9 65.4	100 30.0 51.3	104 31.2 86.0	6 1.8 100.0	333 65.3
	Column Total	188 36.9	195 38.2	121 23.7	6 1.2	510 100.0

Chi-Square	D.F.	Significance	Min. E.F.	Cells with E.F. < 5
46.89552	9	.0000	.106	8 of 16 (50.0%)

Number of Missing Observations = 3

Table 70
CENTERS' ITEM 43, PROVIDER HAS IMPLEMENTED WRITTEN TRAINING PLAN, CROSSED WITH LICENSED CAPACITY

Training Plan	Statistic	Licensed Capacity				Row Total
		35 or Less	36-70	71-100	Over 100	
Written and implemented	N	14	49	32	53	148
	Row %	9.5	33.1	21.6	35.8	29.0
	Col %	21.9	29.0	33.0	29.4	
Written and partially implemented	N	2	6	5	7	20
	Row %	10.0	30.0	25.0	35.0	3.9
	Col %	3.1	3.6	5.2	3.9	
Written, but not implemented at all	N		3	2	4	9
	Row %		33.3	22.2	44.4	1.8
	Col %		1.8	2.1	2.2	
Not written	N	48	111	58	116	333
	Row %	14.4	33.3	17.4	34.8	65.3
	Col %	75.0	65.7	59.8	64.4	
	Column Total	64	169	97	180	510
		12.5	33.1	19.0	35.3	100.0

Chi-Square	D.F.	Significance	Min. E.F.	Cells with E.F. < 5
4.99150	9	.8350	1.129	6 of 16 (37.5%)

Number of Missing Observations = 3

Table 71
CENTERS' ITEM 44, PROVIDER CONFERRED WITH DHS IN DEVELOPING TRAINING PLAN, CROSSED WITH TYPE

Conferred with DHS	Statistic	Type				Row Total
		BDC	CDC	PAC	Other	
Conferred with CDS	N	5	28	6		39
	Row %	12.8	71.8	15.4		9.2
	Col %	3.4	15.6	6.5		
Conferred with Licensing	N	6	1	2		9
	Row %	66.7	11.1	22.2		2.1
	Col %	4.1	0.6	2.2		
Conferred with contract manager	N	12	5			17
	Row %	70.6	29.4			4.0
	Col %	8.2	2.8			
Conferred with two or more types of DHS staff	N	3	13	1		17
	Row %	17.6	76.5	5.9		4.0
	Col %	2.1	7.3	1.1		
Did not confer with listed DHS staff	N	120	132	84	5	341
	Row %	35.2	38.7	24.6	1.5	80.6
	Col %	82.2	73.7	90.3	100.0	
	Column Total	146	179	93	5	423
		34.5	42.3	22.0	1.2	100.0

Chi-Square	D.F.	Significance	Min. E.F.	Cells with E.F. < 5
41.15798	12	.0000	.106	10 of 20 (50.0%)

Number of Missing or N/A Observations = 90

Table 72
CENTERS' ITEM 44, PROVIDER CONFERRED WITH DHS IN DEVELOPING TRAINING PLAN, CROSSED WITH LICENSED CAPACITY

Conferred with DHS	Statistic	Licensed Capacity				Row Total
		35 or Less	36-70	71-100	Over 100	
Conferred with CDS	N	7	17	5	10	39
	Row %	17.9	43.6	12.8	25.6	9.2
	Col %	12.3	12.4	5.9	6.9	
Conferred with Licensing	N		1	3	5	9
	Row %		11.1	33.3	55.6	2.1
	Col %		0.7	3.5	3.5	
Conferred with contract manager	N		5	4	8	17
	Row %		29.4	23.5	47.1	4.0
	Col %		3.6	4.7	5.6	
Conferred with two or more types of DHS staff	N	3	7	4	3	17
	Row %	17.6	41.2	23.5	17.6	4.0
	Col %	5.3	5.1	4.7	2.1	
Did not confer with listed DHS staff	N	47	107	69	118	341
	Row %	13.8	31.4	20.2	34.6	80.6
	Col %	82.5	78.1	81.2	81.9	
	Column Total	57	137	85	144	423
		13.5	32.4	20.1	34.0	100.0

Chi-Square	D.F.	Significance	Min. E.F.	Cells with E.F. < 5
13.92159	12	.3057	1.213	8 of 20 (40.0%)

Number of Missing or N/A Observations = 90

Table 73

CENTERS' ITEM 45, TRAINING PLAN CONTAINS SPECIFIED ELEMENTS, CROSSED WITH TYPE

Training Plan Contains Specified Elements	Statistic	Type				Row Total
		BDC	CDC	PAC	Other	
ALL	N	16	13	1		30
	Row %	53.3	43.3	3.3		6.4
	Col %	8.6	7.2	1.0		
SOME	N	61	87	18	1	167
	Row %	36.5	52.1	10.8	0.6	35.8
	Col %	33.0	48.3	18.6	20.0	
NONE	N	108	80	78	4	270
	Row %	40.0	29.6	28.9	1.5	57.8
	Col %	58.4	44.4	80.4	80.0	
	Column	185	180	97	5	467
	Total	39.6	38.5	20.8	1.1	100.0

Chi-Square	D.F.	Significance	Min. E.F.	Cells with E.F. < 5
37.61990	6	.0000	.321	3 of 12 (25.0%)

Number of Missing or N/A Observations = 46

Table 74

CENTERS' ITEM 45, TRAINING PLAN CONTAINS SPECIFIED ELEMENTS, CROSSED WITH LICENSED CAPACITY

Training Plans Contains Specified Elements	Statistic	Licensed Capacity				Row Total
		35 or less	36-70	71-100	Over 100	
ALL	N	2	6	9	13	30
	Row %	6.7	20.0	30.0	43.3	6.4
	Col %	3.3	4.0	9.9	7.9	
SOME	N	19	58	35	55	167
	Row %	11.4	34.7	21.0	32.9	35.8
	Col %	31.1	38.7	38.5	33.3	
NONE	N	40	86	47	97	270
	Row %	14.8	31.9	17.4	35.9	57.8
	Col %	65.6	57.3	51.6	58.8	
	Column	61	150	91	165	467
	Total	13.1	32.1	19.5	35.3	100.0

Chi-Square	D.F.	Significance	Min. E.F.	Cells with E.F. < 5
6.99829	6	.3210	3.919	1 of 12 (8.3%)

Number of Missing or N/A Observations = 46

Table 75

ITEM 46, AVERAGE CLOCK HOURS OF CHILD CARE RELATED TRAINING (INCLUDING ORIENTATION) RECEIVED BY CAREGIVERS IN THE FACILITY WITH SIX MONTHS TO ONE YEAR TENURE DURING THE FIRST SIX MONTHS ON THE JOB, BY ALL TYPES, INCLUDING ALL NON-BLANK RESPONSES

Type	Mean	S.D.	N
BDC	7.90	10.51	172
CDC	12.90	12.82	151
PAC	8.90	8.29	106
BGH	0.00	0.00	4
CGH	2.00	0.00	1
PGH	0.00	0.00	0
TOTAL	9.80	11.10	434

ANALYSIS OF VARIANCE

Source	Sum of Squares	D.F.	Mean Square	F	Significance
Between Groups	2603.4685	4	650.8671	5.5023	.0003
Within Groups	50746.6882	429	118.2906		

Missing Cases = 79 (15.4%)

Table 76

ITEM 46, AVERAGE CLOCK HOURS OF CHILD CARE RELATED TRAINING (INCLUDING ORIENTATION) RECEIVED BY CAREGIVERS IN THE FACILITY WITH SIX MONTHS TO ONE YEAR TENURE DURING THE FIRST SIX MONTHS ON THE JOB, BY LICENSED CAPACITY, INCLUDING ALL NON-BLANK RESPONSES

Licensed Capacity	Mean	S.D.	N
35 or Less	9.80	12.88	44
36 - 70	8.77	9.63	139
71 - 100	12.25	12.74	89
Over 100	9.33	10.70	162
TOTAL	9.80	11.10	434

ANALYSIS OF VARIANCE

Source	Sum of Squares	D.F.	Mean Square	F	Significance
Between Groups	715.8027	3	238.6009	1.9493	.1210
Within Groups	52634.3560	430	122.4055		

Missing Cases = 79 (15.4%)

Table 77

ITEM 46, AVERAGE CLOCK HOURS OF CHILD CARE RELATED TRAINING (INCLUDING ORIENTATION) RECEIVED BY CAREGIVERS IN THE FACILITY WITH SIX MONTHS TO ONE YEAR TENURE DURING THE FIRST SIX MONTHS ON THE JOB, INCLUDING ALL NON-BLANK RESPONSES, NON-ZERO RESPONSES

Type	Mean	S.D.	N
BDC	11.05	10.94	123
CDC	14.65	12.69	133
PAC	10.60	7.99	89
Other	2.00	0.00	1
TOTAL	12.29	11.13	346

Licensed Capacity	Mean	S.D.	N
35 or Less	14.86	13.30	29
36 - 70	11.29	9.54	108
71 - 100	14.34	12.64	76
Over 100	11.37	10.78	133
TOTAL	12.29	11.13	346

Table 78

ITEM 47, AVERAGE CLOCK HOURS OF CHILD CARE RELATED TRAINING RECEIVED BY CAREGIVERS IN THE FACILITY WITH AT LEAST ONE YEAR TENURE DURING THE LAST YEAR, BY ALL CENTER TYPES, INCLUDING ALL NON-BLANK RESPONSES

Type	Mean	S.D.	N
BDC	14.06	12.19	186
CDC	26.30	19.08	187
PAC	21.20	16.00	121
BGH	12.00	15.68	4
CGH	27.00	0.00	1
PGH	8.00	0.00	1
TOTAL	20.36	16.82	500

ANALYSIS OF VARIANCE

Source	Sum of Squares	D.F.	Mean Square	F	Significance
Between Groups	14554.5372	5	2910.9074	11.3518	.0000
Within Groups	126675.2148	494	256.4276		

Missing Cases = 13 (2.5%)

Table 79

ITEM 47, AVERAGE CLOCK HOURS OF CHILD CARE RELATED TRAINING RECEIVED BY CAREGIVERS IN THE FACILITY WITH AT LEAST ONE YEAR TENURE DURING THE LAST YEAR, BY LICENSED CAPACITY, INCLUDING ALL NON-BLANK RESPONSES

Licensed Capacity	Mean	S.D.	N
35 or Less	24.33	20.69	66
36 - 70	21.28	18.81	160
71 - 100	20.77	15.30	95
Over 100	17.87	13.58	179
TOTAL	20.36	16.82	500

ANALYSIS OF VARIANCE

Source	Sum of Squares	D.F.	Mean Square	F	Significance
Between Groups	2307.0542	3	769.0181	2.7456	.0425
Within Groups	138922.6978	496	280.0861		

Missing Cases = 13 (2.5%)

Table 80
ITEM 47, AVERAGE CLOCK HOURS OF CHILD CARE RELATED TRAINING TRAINING RECEIVED BY CAREGIVERS IN THE FACILITY WITH AT LEAST ONE YEAR TENURE DURING THE LAST YEAR, INCLUDING ALL NON-BLANK RESPONSES, NON-ZERO RESPONSES

Type	Mean	S.D.	N
BDC	15.66	11.35	167
CDC	26.45	19.03	186
PAC	22.30	15.84	115
Other	20.75	11.32	4
TOTAL	21.57	16.34	472

Licensed Capacity	Mean	S.D.	N
35 or Less	26.77	20.14	60
36 - 70	22.85	18.35	149
71 - 100	21.45	15.17	92
Over 100	18.70	13.32	171
TOTAL	21.57	16.34	472

Table 81
NUMBER OF CHILDREN IN GROUPS BY PREDOMINANT AGE OF GROUP MEMBERS

Predominant Age	Mean	S.D.	N
0 - 11 months	7.88	3.96	207
12 - 17 months	8.05	3.36	189
18 - 35 months	11.17	4.63	604
3 - 5 years	15.51	6.12	1042
6 years and older	20.13	11.82	316
TOTAL	13.75	7.56	2358

ANALYSIS OF VARIANCE

Source	Sum of Squares	D.F.	Mean Square	F	Significance
Between Groups	33351.7525	4	8337.9381	193.6460	.0000
Within Groups	101314.6139	2353	43.0576		

Missing Cases = 0

Table 82
AVERAGE NUMBER OF CHILDREN IN GROUPS BY PREDOMINANT AGE OF GROUP MEMBERS

AGE 0-11 MONTHS ONLY

Mean	7.884	Std Err	.275	Median	7.000
Mode	5.000	Std Dev	3.960	Variance	15.686
Kurtosis	1.701	S E Kurt	1.991	Skewness	1.145
S E Skew	.169	Range	23.000	Minimum	1.000
Maximum	24.000	Sum	1632.000		
Valid Cases	207	Missing Cases	0		

AGE 12-17 MONTHS ONLY

Mean	8.048	Std Err	.244	Median	8.000
Mode	5.000	Std Dev	3.355	Variance	11.258
Kurtosis	-.412	S E Kurt	1.990	Skewness	.518
S E Skew	.177	Range	16.000	Minimum	1.000
Maximum	17.000	Sum	1521.000		
Valid Cases	189	Missing Cases	0		

AGE 18-35 MONTHS ONLY

Mean	11.171	Std Err	.188	Median	10.000
Mode	9.000	Std Dev	4.632	Variance	21.455
Kurtosis	2.227	S E Kurt	1.997	Skewness	1.138
S E Skew	.099	Range	35.000	Minimum	3.000
Maximum	38.000	Sum	6747.000		
Valid Cases	604	Missing Cases	0		

AGE 3-5 YEARS ONLY

Mean	15.507	Std Err	.190	Median	15.000
Mode	15.000	Std Dev	6.121	Variance	37.468
Kurtosis	3.093	S E Kurt	1.998	Skewness	1.193
S E Skew	.076	Range	49.000	Minimum	4.000
Maximum	53.000	Sum	16158.000		
Valid Cases	1042	Missing Cases	0		

AGE 6 AND OLDER

Mean	20.127	Std Err	.665	Median	18.000
Mode	15.000	Std Dev	11.822	Variance	139.762
Kurtosis	4.248	S E Kurt	1.994	Skewness	1.589
S E Skew	.137	Range	79.000	Minimum	1.000
Maximum	80.000	Sum	6360.000		
Valid Cases	316	Missing Cases	0		

ALL AGES

Mean	13.748	Std Err	.156	Median	12.000
Mode	12.000	Std Dev	7.559	Variance	57.135
Kurtosis	8.780	S E Kurt	1.999	Skewness	2.013
S E Skew	.050	Range	79.000	Minimum	1.000
Maximum	80.000	Sum	32418.000		
Valid Cases	2358	Missing Cases	0		

Table 83
GROUP SIZE SUMMARY BY GROUP MEMBER PREDOMINANTLY 0-11 MONTHS OF AGE

Number of Children	Frequency	Percent	Valid Percent	Cum Percent
1	1	.5	.5	.5
2	4	1.9	1.9	2.4
3	8	3.9	3.9	6.3
4	23	11.1	11.1	17.4
5	40	19.3	19.3	36.7
6	23	11.1	11.1	47.8
7	9	4.3	4.3	52.2
8	18	8.7	8.7	60.9
9	18	8.7	8.7	69.6
10	15	7.2	7.2	76.8
11	9	4.3	4.3	81.2
12	21	10.1	10.1	91.3
13	3	1.4	1.4	92.8
14	3	1.4	1.4	94.2
15	3	1.4	1.4	95.7
16	2	1.0	1.0	96.6
17	1	.5	.5	97.1
19	1	.5	.5	97.6
20	3	1.4	1.4	99.0
21	1	.5	.5	99.5
24	1	.5	.5	100.0
TOTAL	207	100.0	100.0	

Valid Cases 207 Missing Cases 0

Table 84
GROUP SIZE SUMMARY BY GROUP MEMBER PREDOMINANTLY 12-17 MONTHS OF AGE

Number of Children	Frequency	Percent	Valid Percent	Cum Percent
1	1	.5	.5	.5
2	2	1.1	1.1	1.6
3	7	3.7	3.7	5.3
4	9	4.8	4.8	10.1
5	31	16.4	16.4	26.5
6	30	15.9	15.9	42.3
7	14	7.4	7.4	49.7
8	19	10.1	10.1	59.8
9	15	7.9	7.9	67.7
10	14	7.4	7.4	75.1
11	14	7.4	7.4	82.5
12	12	6.3	6.3	88.9
13	6	3.2	3.2	92.1
14	9	4.8	4.8	96.8
16	5	2.6	2.6	99.5
17	1	.5	.5	100.0
TOTAL	189	100.0	100.0	

Valid Cases 189 Missing Cases 0

Table 85
GROUP SIZE SUMMARY BY GROUP MEMBER
PREDOMINANTLY 18-35 MONTHS OF AGE

Number of Children	Frequency	Percent	Valid Percent	Cum Percent
3	7	1.2	1.2	1.2
4	13	2.2	2.2	3.3
5	19	3.1	3.1	6.5
6	34	5.6	5.6	12.1
7	38	6.3	6.3	18.4
8	64	10.6	10.6	29.0
9	78	12.9	12.9	41.9
10	72	11.9	11.9	53.8
11	57	9.4	9.4	63.2
12	43	7.1	7.1	70.4
13	25	4.1	4.1	74.5
14	29	4.8	4.8	79.3
15	21	3.5	3.5	82.8
16	25	4.1	4.1	86.9
17	13	2.2	2.2	89.1
18	22	3.6	3.6	92.7
19	11	1.8	1.8	94.5
20	8	1.3	1.3	95.9
21	3	.5	.5	96.4
22	6	1.0	1.0	97.4
23	5	.8	.8	98.2
24	4	.7	.7	98.8
25	2	.3	.3	99.2
26	2	.3	.3	99.5
27	2	.3	.3	99.8
38	1	.2	.2	100.0
TOTAL	604	100.0	100.0	

Valid Cases 604 Missing Cases 0

Table 86
GROUP SIZE SUMMARY BY GROUP MEMBER PREDOMINANTLY 3-5 YEARS OF AGE

Number of Children	Frequency	Percent	Valid Percent	Cum Percent
4	3	.3	.3	.3
5	15	1.4	1.4	1.7
6	22	2.1	2.1	3.8
7	26	2.5	2.5	6.3
8	45	4.3	4.3	10.7
9	31	3.0	3.0	13.6
10	54	5.2	5.2	18.8
11	66	6.3	6.3	25.1
12	82	7.9	7.9	33.0
13	71	6.8	6.8	39.8
14	66	6.3	6.3	46.2
15	102	9.8	9.8	56.0
16	72	6.9	6.9	62.9
17	57	5.5	5.5	68.3
18	85	8.2	8.2	76.5
19	37	3.6	3.6	80.0
20	44	4.2	4.2	84.3
21	21	2.0	2.0	86.3
22	29	2.8	2.8	89.1
23	19	1.8	1.8	90.9
24	21	2.0	2.0	92.9
25	12	1.2	1.2	94.0
26	9	.9	.9	94.9
27	7	.7	.7	95.6
28	6	.6	.6	96.2
29	4	.4	.4	96.5
30	11	1.1	1.1	97.6
31	7	.7	.7	98.3
32	3	.3	.3	98.6
33	2	.2	.2	98.8
36	2	.2	.2	98.9
37	2	.2	.2	99.1
38	2	.2	.2	99.3
40	3	.3	.3	99.6
41	2	.2	.2	99.8
44	1	.1	.1	99.9
53	1	.1	.1	100.0
TOTAL	1042	100.0	100.0	

Valid Cases 1042 Missing Cases 0

Table 87
GROUP SIZE SUMMARY BY GROUP MEMBER PREDOMINANTLY 6 YEARS OF AGE AND OLDER

Number of Children	Frequency	Percent	Valid Percent	Cum Percent
1	1	.3	.3	.3
2	1	.3	.3	.6
3	2	.6	.6	1.3
4	7	2.2	2.2	3.5
5	6	1.9	1.9	5.4
6	5	1.6	1.6	7.0
7	6	1.9	1.9	8.9
8	8	2.5	2.5	11.4
9	5	1.6	1.6	13.0
10	10	3.2	3.2	16.1
11	15	4.7	4.7	20.9
12	19	6.0	6.0	26.9
13	14	4.4	4.4	31.3
14	12	3.8	3.8	35.1
15	22	7.0	7.0	42.1
16	13	4.1	4.1	46.2
17	11	3.5	3.5	49.7
18	10	3.2	3.2	52.8
19	9	2.8	2.8	55.7
20	18	5.7	5.7	61.4
21	9	2.8	2.8	64.2
22	15	4.7	4.7	69.0
23	5	1.6	1.6	70.6
24	5	1.6	1.6	72.2
25	12	3.8	3.8	75.9
26	6	1.9	1.9	77.8
27	2	.6	.6	78.5
28	8	2.5	2.5	81.0
29	2	.6	.6	81.6
30	9	2.8	2.8	84.5
31	4	1.3	1.3	85.8
32	3	.9	.9	86.7
33	4	1.3	1.3	88.0
34	2	.6	.6	88.6
35	8	2.5	2.5	91.1
36	3	.9	.9	92.1
38	5	1.6	1.6	93.7
39	1	.3	.3	94.0
40	1	.3	.3	94.3
41	2	.6	.6	94.9
43	2	.6	.6	95.6
45	2	.6	.6	96.2
46	2	.6	.6	96.8
47	2	.6	.6	97.5
49	1	.3	.3	97.8
51	1	.3	.3	98.1
56	1	.3	.3	98.4
57	2	.6	.6	99.1
68	1	.3	.3	99.4
78	1	.3	.3	99.7
80	1	.3	.3	100.0
TOTAL	316	100.0	100.0	

Valid Cases 316 Missing Cases 0

Table 88
NUMBER OF CHILDREN IN GROUPS BROKEN DOWN BY LICENSED CAPACITY AND PREDOMINANT AGE OF GROUP MEMBERS

Predominant Age	Statistic	Licensed Capacity				Total
		35 or Less	36-70	71-100	Over 100	
0 - 11 months	Mean	5.93	6.35	7.75	9.18	7.88
	N	15	51	53	88	207
12 - 17 months	Mean	6.00	6.65	9.00	8.70	8.05
	N	9	54	40	86	189
18 - 35 months	Mean	8.49	9.96	10.80	12.39	11.17
	N	37	155	136	276	604
3 - 5 years	Mean	10.27	13.86	15.24	17.36	15.51
	N	71	269	229	473	1042
6 years and older	Mean	10.07	13.10	18.30	24.74	20.13
	N	15	77	53	171	316
	Total	9.10	11.49	13.11	15.92	13.75
		147	606	511	1094	2358

ANALYSIS OF VARIANCE

Source of Variation	Sum of Squares	D.F.	Mean Square	F	Significance
Main Effects	43715.380	7	6245.054	169.007	.0000
Capacity	10363.627	3	3454.542	93.488	.0000
Age	32063.379	4	8015.845	216.928	.0000
Two-Way Interactions	4558.248	12	379.854	10.280	.0000
Capacity Age	4558.248	12	379.854	10.280	.0000
Explained	48273.628	19	2540.717	68.758	.0000
Residual	86392.739	2338	36.952		
Total	134666.366	2357	57.135		

Table 89
GROSS CHILD/CAREGIVER RATIO
(TOTAL ENROLLMENT ÷ TOTAL CAREGIVERS) BY TYPE

TYPE	Mean	S.D.	N
BDC	8.42	2.61	189
CDC	6.82	2.81	196
PAC	7.81	4.99	122
OTHER	5.15	2.14	6
TOTAL	7.63	3.46	513

ANALYSIS OF VARIANCE

Source	Sum of Squares	D.F.	Mean Square	F	Significance
Between Groups	286.9845	3	95.6615	8.3198	.0000
Within Groups	5852.5301	509	11.4981		

Missing Cases = 0

Table 90
GROSS CHILD/CAREGIVER RATIO
(TOTAL ENROLLMENT ÷ TOTAL CAREGIVERS) BY LICENSED CAPACITY

LICENSED CAPATITY	Mean	S.D.	N
35 or fewer	6.10	2.73	66
36 - 70	6.98	2.75	169
71 - 100	7.59	2.56	98
Over 100	8.81	4.28	180
TOTAL	7.63	3.46	513

ANALYSIS OF VARIANCE

Source	Sum of Squares	D.F.	Mean Square	F	Significance
Between Groups	475.0796	3	158.3599	14.2303	.0000
Within Groups	5664.3161	509	11.1283		

Missing Cases = 0

Table 91
CHILD/CAREGIVER RATIO IN GROUPS BROKEN DOWN BY LICENSED CAPACITY AND PREDOMINANT AGE OF GROUP MEMBERS

Predominant Age	Statistic	Licensed Capacity				Total
		35 or Less	36-70	71-100	Over 100	
0 - 11 months	Mean	4.33	4.57	4.46	5.03	4.72
	N	15	51	53	88	207
12 - 17 months	Mean	5.28	4.60	5.97	5.54	5.35
	N	9	54	40	86	189
18 - 35 months	Mean	6.68	7.48	7.94	8.66	8.07
	N	37	155	136	272	600
3 - 5 years	Mean	8.38	9.87	12.10	13.04	11.69
	N	71	269	228	466	1034
6 years and older	Mean	8.16	12.14	15.29	17.61	15.42
	N	13	74	47	157	291
	Total	7.31	8.62	9.99	11.33	10.08
		145	603	504	1069	2321

Number of Missing Cases = 37

ANALYSIS OF VARIANCE

Source of Variation	Sum of Squares	D.F.	Mean Square	F	Significance
Main Effects	27189.443	7	3884.206	235.278	.0000
Capacity	3608.158	3	1202.719	72.852	.0000
Age	23102.010	4	5775.502	349.840	.0000
Two-Way Interactions	1464.760	12	122.063	7.394	.0000
Capacity AGE	1464.760	12	122.063	7.394	.0000
Explained	28654.203	19	1508.116	91.351	.0000
Residual	37987.188	2301	16.509		
Total	66641.390	2320	28.725		

Table 92
SUMMARY ON NON-COMPLIANCE WITH STANDARDS FOR CAREGIVER PHYSICAL CAPABILITIES

	CAREGIVERS OUT OF COMPLIANCE		CENTERS WITH ONE OR MORE CAREGIVERS OUT OF COMPLIANCE	
Standard	Number	Percent of 4701 Total Caregivers	Number	Percent of 513 Centers
Bend or stoop	12	0.26	11	2.14
Be on feet for long periods of time	16	0.34	13	2.53
Stretch/reach above his/her head	3	0.06	3	0.58
Tie shoes, buckle small buckles, button buttons	1	0.02	1	0.19
Pick up small items	3	0.06	2	0.39
Lift a 30-40 pound child	9	0.19	8	1.56
Work in noisy surrounding	12	0.26	9	1.75

Table 93
NUMBER AND PERCENT OF GROUPS OUT OF COMPLIANCE ON STANDARD FOR OUTDOOR ACTIVITIES BY PREDOMINANT AGE CODE AND FACILITY TYPE

	FACILITY TYPE														
	BDC			CDC			PAC			OTHER			TOTAL		
PREDOMINANT AGE GROUP	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.
0 - 11 Months	39	69	56.5	14	69	20.3	35	68	51.5	1	1	100.0	89	207	43.0
12 - 17 Months	25	73	34.2	4	71	5.6	8	45	17.8				37	189	19.6
18 - 35 Months	21	220	9.5	6	224	2.7	0	157	0.0	0	3	0.0	27	604	4.5
3 - 5 Years	27	388	7.0	5	389	1.3	2	261	0.8	1	4	25.0	35	1042	3.4
6 Years and Older	4	169	2.4	3	76	3.9	0	71	0.0				7	316	2.2
All Age Groups	116	919	12.6	32	829	3.9	45	602	7.5	2	8	25.0	195	2358	8.3

Table 93

NUMBER AND PERCENT OF GROUPS OUT OF COMPLIANCE ON STANDARD FOR OUTDOOR ACTIVITIES BY LICENSED CAPACITY

	LICENSED CAPACITY												TOTAL		
	35 or LESS			36-70			71-100			OVER 100					
PREDOMINANT AGE GROUP	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.
0 - 11 Months	7	15	46.7	18	51	35.3	20	53	37.7	44	88	50.0	89	207	43.0
12 - 17 Months	3	9	33.3	12	54	22.2	8	40	20.0	14	86	16.3	37	189	19.6
18 - 35 Months	1	37	2.7	3	155	1.9	12	136	8.8	11	276	4.0	27	604	4.5
3 - 5 Years	2	71	2.8	10	269	3.7	8	229	3.5	15	473	3.2	35	1042	3.4
6 Years and Older	1	15	6.67	3	77	3.9	0	53	0.0	3	171	1.8	7	316	2.2
All Age Groups	14	147	9.5	46	606	7.6	48	511	9.4	87	1094	8.0	195	2358	8.3

Table 95

NUMBER AND PERCENT OF GROUPS OUT OF COMPLIANCE ON STANDARD FOR INDOOR ACTIVITIES BY PREDOMINANT AGE CODE AND FACILITY TYPE

	FACILITY TYPE														
	BDC			CDC			PAC			OTHER			TOTAL		
PREDOMINANT AGE GROUP	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT O COMPL
0 - 11 Months	0	69	0.0	2	69	2.9	1	68	1.5	0	1	0.0	3	207	1.4
12 - 17 Months	0	73	0.0	0	71	0.0	0	45	0.0				0	189	0.0
18 - 35 Months	0	220	0.0	2	224	0.9	0	157	0.0	1	3	33.3	3	604	0.5
3 - 5 Years	0	388	0.0	2	389	0.5	0	261	0.0	1	4	25.0	3	1042	0.3
6 Years and Older	1	169	0.6	0	76	0.0	1	71	1.4				2	316	0.6
All Age Groups	1	919	0.1	6	829	0.7	2	602	0.3	2	8	25.0	11	2358	0.5

Table 96
NUMBER AND PERCENT OF GROUPS OUT OF COMPLIANCE ON STANDARD FOR INDOOR ACTIVITIES BY LICENSED CAPACITY

PREDOMINANT AGE GROUP	LICENSED CAPACITY												TOTAL		
	35 or LESS			36-70			71-100			OVER 100					
	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT O COMPL
0 - 11 Months	1	15	6.7	0	51	0.0	2	53	3.8	0	88	0.0	3	207	1.4
12 - 17 Months	0	9	0.0	0	54	0.0	0	40	0.0	0	86	0.0	0	189	0.0
18 - 35 Months	1	37	2.7	0	155	0.0	2	136	1.5	0	276	0.0	3	604	0.5
3 - 5 Years	1	71	1.4	0	269	0.0	2	229	0.9	0	473	0.0	3	1042	0.3
6 Years and Older	0	15	0.0	1	77	1.3	1	53	1.9	0	171	0.0	2	316	0.6
All Age Groups	3	147	2.0	1	606	0.2	7	511	1.4	0	1094	0.0	11	2358	0.5

Table 97

NUMBER AND PERCENT OF GROUPS OUT OF COMPLIANCE ON STANDARD FOR ACTIVE TIME BY PREDOMINANT AGE CODE AND TYPE

	FACILITY TYPE												TOTAL		
	BDC			CDC			PAC			OTHER					
PREDOMINANT AGE GROUP	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT O COMPL
0 - 11 Months	6	69	8.7	9	69	13.0	3	68	4.4	1	1	100.0	19	207	9.2
12 - 17 Months	2	73	2.7	2	71	2.8	1	45	2.2				5	189	2.6
18 - 35 Months	13	220	5.9	3	224	1.3	2	157	1.3	0	3	0.0	18	604	3.0
3 - 5 Years	40	388	10.3	3	389	0.8	1	261	0.4	0	4	0.0	44	1042	4.2
6 Years and Older	9	169	5.3	0	76	0.0	1	71	1.4				10	316	3.2
All Age Groups	70	919	7.6	17	829	2.1	8	602	1.3	1	8	12.5	96	2358	4.1

Table 98
NUMBER AND PERCENT OF GROUPS OUT OF COMPLIANCE ON STANDARD FOR ACTIVE TIME BY LICENSED CAPACITY

	LICENSED CAPACITY												TOTAL		
	35 OR LESS			36-70			71-100			OVER 100					
PREDOMINANT AGE GROUP	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT C COMPL
0 - 11 Months	3	15	20.0	4	51	7.8	7	53	13.2	5	88	5.7	19	207	9.2
12 - 17 Months	1	9	11.1	2	54	3.7	1	40	2.5	1	86	1.2	5	189	2.6
18 - 35 Months	2	37	5.4	6	155	3.9	6	136	4.4	4	276	1.4	18	604	3.0
3 - 5 Years	3	71	4.2	9	269	3.3	14	229	6.1	18	473	3.8	44	1042	4.2
6 Years and Older	2	15	13.3	2	77	2.6	2	53	3.8	4	171	2.3	10	316	3.2
All Age Groups	11	147	7.5	23	606	3.8	30	511	5.9	32	1094	2.9	96	2358	4.1

Table 99
NUMBER AND PERCENT OF GROUPS OUT OF COMPLIANCE ON STANDARD FOR QUIET TIME BY PREDOMINANT AGE CODE AND FACILITY TYPE

	FACILITY TYPE														
	BDC			CDC			PAC			OTHER			TOTAL		
PREDOMINANT AGE GROUP	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT O COMPL
0 - 11 Months	5	69	7.2	3	69	4.3	2	68	2.9	0	1	0.0	10	207	4.8
12 - 17 Months	8	73	11.0	1	71	1.4	1	45	2.2				10	189	5.3
18 - 35 Months	16	220	7.3	5	224	2.2	6	157	3.8	1	3	33.3	28	604	4.6
3 - 5 Years	14	388	3.6	6	389	1.5	1	261	0.4	1	4	25.0	22	1042	2.1
6 Years and Older	6	169	3.6	1	76	1.3	3	71	4.2				10	316	3.2
All Age Groups	49	919	5.3	16	829	1.9	13	602	2.2	2	8	25.0	80	2358	3.4

Table 100

NUMBER AND PERCENT OF GROUPS OUT OF COMPLIANCE ON STANDARD FOR QUIET TIME BY LICENSED CAPACITY

	LICENSED CAPACITY												TOTAL		
	35 OR LESS			36-70			71-100			OVER 100					
PREDOMINANT AGE GROUP	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT O COMPL
0 - 11 Months	0	15	0.0	5	51	9.8	2	53	3.8	3	88	3.4	10	207	4.8
12 - 17 Months	2	9	22.2	4	54	7.4	3	40	7.5	1	86	1.2	10	189	5.3
18 - 35 Months	1	37	2.7	8	155	5.2	6	136	4.4	13	276	4.7	28	604	4.6
3 - 5 Years	1	71	1.4	2	269	0.7	6	229	2.6	13	473	2.7	22	1042	2.1
6 Years and Older	1	15	6.7	2	77	2.6	2	53	3.8	5	171	2.9	10	316	3.2
All Age Groups	5	147	3.4	21	606	3.5	19	511	3.7	35	1094	3.2	80	2358	3.4

Table 101

NUMBER AND PERCENT OF GROUPS OUT OF COMPLIANCE ON STANDARD FOR SELF-DIRECTED ACTIVITIES BY PREDOMINANT AGE CODE AND FACILITY TYPE

	FACILITY TYPE														
	BDC			CDC			PAC			OTHER			TOTAL		
PREDOMINANT AGE GROUP	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.
0 - 11 Months	6	69	8.7	8	69	11.6	2	68	2.9	1	1	100.0	17	207	8.2
12 - 17 Months	15	73	20.5	9	71	12.7	2	45	4.4				26	189	13.8
18 - 35 Months	46	220	20.9	23	224	10.3	18	157	11.5	0	3	0.0	87	604	14.4
3 - 5 Years	115	388	29.6	19	389	4.9	16	261	6.1	2	4	50.0	152	1042	14.6
6 Years and Older	22	169	13.0	2	76	2.6	0	71	0.0				24	316	7.6
All Age Groups	204	919	22.2	61	829	7.4	38	602	6.3	3	8	37.5	306	2358	13.0

Table 102

NUMBER AND PERCENT OF GROUPS OUT OF COMPLIANCE ON STANDARD FOR SELF-DIRECTED ACTIVITIES BY LICENSED CAPACITY

	LICENSED CAPACITY														
	35 OR LESS			36-70			71-100			OVER 100			TOTAL		
PREDOMINANT AGE GROUP	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.
0 - 11 Months	6	15	40.0	3	51	5.9	5	53	9.4	3	88	3.4	17	207	8.2
12 - 17 Months	6	9	66.7	8	54	14.8	5	40	12.5	7	86	8.1	26	189	13.8
18 - 35 Months	6	37	16.2	19	155	12.3	29	136	21.3	33	276	12.0	87	604	14.4
3 - 5 Years	9	71	12.7	30	269	11.2	41	229	17.9	72	473	15.2	152	1042	14.6
6 Years and Older	4	15	26.7	4	77	5.2	6	53	11.3	10	171	5.8	24	316	7.6
All Age Groups	31	147	21.1	64	606	10.6	86	511	16.8	125	1094	11.4	306	2358	13.0

Table 103

NUMBER AND PERCENT OF GROUPS OUT OF COMPLIANCE ON STANDARD FOR CAREGIVER-DIRECTED ACTIVITIES BY PREDOMINANT AGE CODE AND FACILITY TYPE

	FACILITY TYPE														
	BDC			CDC			PAC			OTHER			TOTAL		
PREDOMINANT AGE GROUP	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT O COMPL
0 - 11 Months	19	69	27.5	15	69	21.7	8	68	11.8	1	1	100.0	43	207	20.8
12 - 17 Months	13	73	17.8	6	71	8.5	4	45	8.9				23	189	12.2
18 - 35 Months	9	220	4.1	6	224	2.7	4	157	2.5	1	3	33.3	20	604	3.3
3 - 5 Years	5	388	1.3	4	389	1.0	1	261	0.4	2	4	50.0	12	1042	1.2
6 Years and Older	16	169	9.5	2	76	2.6	1	71	1.4				19	316	6.0
All Age Groups	62	919	6.7	33	829	4.0	18	602	3.0	4	8	50.0	117	2358	5.0

Table 104
NUMBER AND PERCENT OF GROUPS OUT OF COMPLIANCE ON STANDARD FOR CAREGIVER-DIRECTED ACTIVITIES BY LICENSED CAPACITY

	LICENSED CAPACITY														
	35 OR LESS			36-70			71-100			OVER 100			TOTAL		
PREDOMINANT AGE GROUP	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.
0 - 11 Months	3	15	20.0	10	51	19.6	10	53	18.9	20	88	22.7	43	207	20.8
12 - 17 Months	1	9	11.1	7	54	13.0	6	40	15.0	9	86	10.5	23	189	12.2
18 - 35 Months	2	37	5.4	5	155	3.2	6	136	4.4	7	276	2.5	20	604	3.3
3 - 5 Years	4	71	5.6	2	269	0.7	5	229	2.2	1	473	0.2	12	1042	1.2
6 Years and Older	3	15	20.0	4	77	5.2	3	53	5.7	9	171	5.3	19	316	6.0
All Age Groups	13	147	8.8	28	606	4.6	30	511	5.9	46	1094	4.2	117	2358	5.0

Table 105
NUMBER AND PERCENT OF GROUPS OUT OF COMPLIANCE ON STANDARD FOR INDIVIDUAL ACTIVITIES BY PREDOMINANT AGE CODE AND FACILITY TYPE

	FACILITY TYPE												TOTAL		
	BDC			CDC			PAC			OTHER					
PREDOMINANT AGE GROUP	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.
0 - 11 Months	4	69	5.8	15	69	21.7	6	68	9.0	1	1	100.0	26	207	12.6
12 - 17 Months	10	73	13.7	13	71	18.3	8	45	18.0				31	189	16.4
18 - 35 Months	31	220	14.1	23	224	10.3	31	157	20.0	1	3	33.3	86	604	14.2
3 - 5 Years	79	388	20.4	23	389	5.9	28	261	11.0	3	4	75.0	133	1042	12.8
6 Years and Older	14	169	8.3	4	76	5.3	4	71	6.0				22	316	7.0
All Age Groups	138	919	15.0	78	829	9.4	77	602	13.0	5	8	62.5	298	2358	12.6

Table 106

NUMBER AND PERCENT OF GROUPS OUT OF COMPLIANCE ON STANDARD FOR INDIVIDUAL ACTIVITIES BY LICENSED CAPACITY

	LICENSED CAPACITY												TOTAL		
	35 OR LESS			36-70			71-100			OVER 100					
PREDOMINANT AGE GROUP	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.
0 - 11 Months	6	15	40.0	7	51	13.7	5	53	9.4	8	88	9.1	26	207	12.6
12 - 17 Months	6	9	66.7	9	54	16.7	6	40	15.0	10	86	11.6	31	189	16.4
18 - 35 Months	5	37	13.5	23	155	14.8	24	136	17.6	34	276	12.3	86	604	14.2
3 - 5 Years	8	71	11.3	30	269	11.2	33	229	14.4	62	473	13.1	133	1042	12.8
6 Years and Older	0	15	0.0	7	77	9.1	5	53	9.4	10	171	5.8	22	316	7.0
All Age Groups	25	147	17.0	76	606	12.5	73	511	14.3	124	1094	11.3	298	2358	12.6

Table 107

NUMBER AND PERCENT OF GROUPS OUT OF COMPLIANCE ON STANDARD FOR GROUP ACTIVITIES BY PREDOMINANT AGE CODE AND FACILITY TYPE

	FACILITY TYPE												TOTAL		
	BDC			CDC			PAC			OTHER					
PREDOMINANT AGE GROUP	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.
0 - 11 Months	27	69	39.1	17	69	24.6	25	68	36.8	1	1	100.0	70	207	33.8
12 - 17 Months	22	73	30.1	7	71	9.9	6	45	13.3				35	189	18.5
18 - 35 Months	24	220	10.9	6	224	2.7	4	157	2.6	1	3	33.3	35	604	5.8
3 - 5 Years	38	388	9.8	7	389	1.8	1	261	0.4	2	4	50.0	48	1042	4.6
6 Years and Older	18	169	10.7	3	76	4.0	1	71	1.4				22	316	7.0
All Age Groups	129	919	14.0	40	829	4.8	37	602	6.2	4	8	50.0	210	2358	8.9

Table 108

NUMBER AND PERCENT OF GROUPS OUT OF COMPLIANCE ON STANDARD FOR GROUP ACTIVITIES BY LICENSED CAPACITY

PREDOMINANT AGE GROUP	FACILITY TYPE												TOTAL		
	35 OR LESS			36-70			71-100			OVER 100					
	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.
0 - 11 Months	7	15	46.7	15	51	29.4	15	53	23.8	33	88	37.5	70	207	33.8
12 - 17 Months	2	9	22.2	11	54	20.4	10	40	25.0	12	86	14.0	35	189	18.5
18 - 35 Months	3	37	8.1	6	155	3.9	14	136	10.3	12	276	4.3	35	604	5.8
3 - 5 Years	4	71	5.6	7	269	2.6	15	229	6.6	22	473	4.7	48	1042	4.6
6 Years and Older	4	15	26.7	4	77	5.2	4	53	7.5	10	171	5.8	22	316	7.0
All Age Groups	20	147	13.6	43	606	7.1	58	511	11.4	89	1094	8.1	210	2358	8.9

Table 109
NUMBER AND PERCENT OF GROUPS OUT OF COMPLIANCE ON STANDARD FOR CREATIVE EXPRESSION ACTIVITIES BY PREDOMINANT AGE CODE AND FACILITY TYPE

	FACILITY TYPE														
	BDC			CDC			PAC			OTHER			TOTAL		
PREDOMINANT AGE GROUP	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.
0 - 11 Months	22	69	31.9	14	69	20.3	12	68	17.6	1	1	100.0	49	207	23.7
12 - 17 Months	29	73	39.7	4	71	5.6	8	45	17.8				41	189	21.7
18 - 35 Months	81	220	36.8	18	224	8.0	18	157	11.5	1	3	33.3	118	604	19.5
3 - 5 Years	117	388	30.2	15	389	3.9	20	261	7.7	3	4	75.0	155	1042	14.9
6 Years and Older	36	169	21.3	3	76	3.9	3	71	4.2				42	316	13.3
All Age Groups	285	919	31.0	61	829	6.5	61	602	10.1	5	8	62.5	405	2358	17.2

Table 110

NUMBER AND PERCENT OF GROUPS OUT OF COMPLIANCE ON STANDARD FOR POSITIVE SELF-CONCEPT ACTIVITIES BY PREDOMINANT AGE CODE AND FACILITY TYPE

	FACILITY TYPE												TOTAL		
	BDC			CDC			PAC			OTHER					
PREDOMINANT AGE GROUP	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.
0 - 11 Months	5	69	7.2	12	69	17.4	4	68	5.9	1	1	100.0	22	207	10.6
12 - 17 Months	7	73	9.6	6	71	8.5	3	45	6.7				16	189	8.5
18 - 35 Months	42	220	19.1	20	224	8.9	13	157	8.3	1	3	33.3	76	604	12.6
3 - 5 Years	82	388	21.1	33	389	8.5	15	261	5.7	1	4	25.0	131	1042	12.6
6 Years and Older	21	169	12.4	2	76	2.6	3	71	4.2				26	316	8.2
All Age Groups	157	919	17.1	73	829	8.8	38	602	6.3	3	8	37.5	271	2358	11.5

Table 111

NUMBER AND PERCENT OF GROUPS OUT OF COMPLIANCE ON STANDARD FOR SOCIAL SKILLS ACTIVITIES BY PREDOMINANT AGE CODE AND FACILITY TYPE

	FACILITY TYPE												TOTAL		
	BDC			CDC			PAC			OTHER					
PREDOMINANT AGE GROUP	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.
0 - 11 Months	9	69	13.0	12	69	17.4	5	68	7.4	1	1	100.0	27	207	13.0
12 - 17 Months	12	73	16.4	6	71	8.5	2	45	4.4				20	189	10.6
18 - 35 Months	41	220	18.6	21	224	9.4	5	157	3.2	1	3	33.3	68	604	11.3
3 - 5 Years	71	388	18.3	29	389	7.5	2	261	0.8	3	4	75.0	105	1042	10.1
6 Years and Older	11	169	6.5	5	76	6.6	0	71	0.0				16	316	5.1
All Age Groups	144	919	15.7	73	829	8.8	14	602	2.3	5	8	62.5	236	2358	10.0

Table 112
NUMBER AND PERCENT OF GROUPS OUT OF COMPLIANCE ON STANDARD FOR COGNITIVE SKILLS ACTIVITIES BY PREDOMINANT AGE CODE AND FACILITY TYPE

	FACILITY TYPE														
	BDC			CDC			PAC			OTHER			TOTAL		
PREDOMINANT AGE GROUP	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.
0 - 11 Months	20	69	29.0	13	69	18.8	9	68	13.2	1	1	100.0	43	207	20.8
12 - 17 Months	27	73	37.0	5	71	7.0	3	45	6.7				35	189	18.5
18 - 35 Months	45	220	20.5	14	224	6.2	7	157	4.5	1	3	33.3	67	604	11.1
3 - 5 Years	37	388	9.5	10	389	2.6	7	261	2.7	2	4	50.0	56	1042	5.4
6 Years and Older	16	169	9.5	4	76	5.3	2	71	2.8				22	316	7.0
All Age Groups	145	919	15.8	46	829	5.5	28	602	4.7	4	8	50.0	223	2358	9.5

Table 113

NUMBER AND PERCENT OF GROUPS OUT OF COMPLIANCE ON STANDARD FOR COMMUNICATION SKILLS ACTIVITIES BY PREDOMINANT AGE CODE AND FACILITY TYPE

	FACILITY TYPE														
	BDC			CDC			PAC			OTHER			TOTAL		
PREDOMINANT AGE GROUP	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT O COMPL
0 - 11 Months	9	69	13.0	12	69	17.4	6	68	8.8	1	1	100.0	28	207	13.5
12 - 17 Months	10	73	13.7	5	71	7.0	3	45	6.7				18	189	9.5
18 - 35 Months	45	220	20.5	20	224	8.9	3	157	1.9	1	3	33.3	69	604	11.4
3 - 5 Years	59	388	15.2	19	389	4.9	3	261	1.1	2	4	50.0	83	1042	8.0
6 Years and Older	25	169	14.8	5	76	6.6	1	71	1.4				31	316	9.8
All Age Groups	148	919	16.1	61	829	7.4	16	602	2.7	4	8	50.0	229	2358	9.7

Table 114

NUMBER AND PERCENT OF GROUPS OUT OF COMPLIANCE ON STANDARD FOR HEALTH/SAFETY HABITS ACTIVITIES BY PREDOMINANT AGE CODE AND FACILITY TYPE

	FACILITY TYPE												TOTAL		
	BDC			CDC			PAC			OTHER					
PREDOMINANT AGE GROUP	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.
0 - 11 Months	7	69	10.1	13	69	18.8	6	68	8.8	1	1	100.0	27	207	13.0
12 - 17 Months	7	73	9.6	6	71	8.5	2	45	4.4				15	189	7.9
18 - 35 Months	18	220	8.2	22	224	9.8	5	157	3.2	1	3	33.3	46	604	7.6
3 - 5 Years	27	388	7.0	28	389	7.2	7	261	2.7	3	4	75.0	65	1042	6.2
6 Years and Older	8	169	4.7	5	76	6.6	1	71	1.4				14	316	4.4
All Age Groups	67	919	7.3	74	829	8.9	21	602	3.5	5	8	62.5	167	2358	7.1

Table 115
NUMBER AND PERCENT OF GROUPS OUT OF COMPLIANCE ON STANDARD FOR PHYSICAL DEVELOPMENT ACTIVITIES BY PREDOMINANT AGE CODE AND FACILITY TYPE

PREDOMINANT AGE GROUP	FACILITY TYPE												TOTAL		
	BDC			CDC			PAC			OTHER					
	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.
0 - 11 Months	8	69	11.6	8	69	11.1	4	68	5.9	1	1	100.0	21	207	10.1
12 - 17 Months	6	73	8.2	0	71	0.0	2	45	4.4				8	189	4.2
18 - 35 Months	13	220	5.9	6	224	2.7	0	157	0.0	1	3	33.3	20	604	3.3
3 - 5 Years	34	388	8.8	2	389	0.5	3	261	1.1	1	4	25.0	40	1042	3.8
6 Years and Older	8	169	4.7	1	76	1.3	0	71	0.0				9	316	2.8
All Age Groups	69	919	7.5	17	829	2.1	9	602	1.5	3	8	37.5	98	2358	4.2

Table 116

NUMBER AND PERCENT OF GROUPS OUT OF COMPLIANCE ON STANDARD FOR ACTIVITIES APPROPRIATE FOR CHILDREN'S DEVELOPMENTAL LEVELS BY PREDOMINANT AGE CODE AND FACILITY TYPE

	FACILITY TYPE														
	BDC			CDC			PAC			OTHER			TOTAL		
PREDOMINANT AGE GROUP	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT C COMPL
0 - 11 Months	2	69	2.9	8	69	11.6	5	68	7.4	0	1	0.0	15	207	7.2
12 - 17 Months	5	73	6.8	8	71	11.3	7	45	15.6				20	189	10.6
18 - 35 Months	57	220	25.9	16	224	7.1	18	157	11.5	1	3	33.3	92	604	15.2
3 - 5 Years	80	388	20.6	8	389	2.1	20	261	7.7	1	4	25.0	109	1042	10.5
6 Years and Older	11	169	6.5	1	76	1.3	0	71	0.0				12	316	3.8
All Age Groups	155	919	16.9	41	829	4.9	50	602	8.3	2	8	25.0	248	2358	10.5

Table 117

NUMBER AND PERCENT OF GROUPS OUT OF COMPLIANCE ON STANDARD FOR ACTIVITIES PROVIDE EQUIVALENT EXPERIENCES FOR HANDICAPPED CHILDREN BY PREDOMINANT AGE CODE AND FACILITY TYPE

	FACILITY TYPE														
	BDC			CDC			PAC			OTHER			TOTAL		
PREDOMINANT AGE GROUP	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.
0 - 11 Months	1	69	1.4	1	69	1.4	1	68	1.5	0	1	0.0	3	207	1.4
12 - 17 Months	1	73	1.4	0	71	0.0	0	45	0.0				1	189	0.5
18 - 35 Months	4	220	1.8	4	224	1.8	5	157	3.2	0	3	0.0	13	604	2.2
3 - 5 Years	3	388	0.8	8	389	2.1	5	261	1.9	1	4	25.0	17	1042	1.6
6 Years and Older	2	169	1.2	4	76	5.3	3	71	4.2				9	316	2.8
All Age Groups	11	919	1.2	17	829	2.1	14	602	2.3	1	8	25.5	43	2358	1.8

Table 118
PERCENT OF TOTAL CAREGIVERS IN FACILITY OUT OF COMPLIANCE WITH CAREGIVER/CHILD INTERACTION STANDARD 1 (RESPECT), BY TYPE

Type	Mean	S.D.	N
BDC	5.62	13.26	189
CDC	1.52	8.91	196
PAC	0.94	4.00	122
Other	0.00	0.00	6
TOTAL	2.87	10.15	513

ANALYSIS OF VARIANCE

Source	Sum of Squares	D.F.	Mean Square	F	Significance
Between Groups	2290.3894	3	763.4631	7.6995	.0000
Within Groups	50470.9310	509	99.1570		

Missing Cases = 0

Table 119
PERCENT OF TOTAL CAREGIVERS IN FACILITY OUT OF COMPLIANCE WITH CAREGIVER/CHILD INTERACTION STANDARD 1 (RESPECT), BY LICENSED CAPACITY

Licensed Capacity	Mean	S.D.	N
35 or less	2.27	8.08	66
36 - 70	2.90	11.78	169
71 - 100	2.79	8.58	98
Over 100	3.11	10.03	180
TOTAL	2.87	10.15	513

ANALYSIS OF VARIANCE

Source	Sum of Squares	D.F.	Mean Square	F	Significance
Between Groups	34.5881	3	11.5294	.1113	.9535
Within Groups	52726.7324	509	103.5889		

Missing Cases = 0

Table 120
PERCENT OF TOTAL CAREGIVERS IN FACILITY OUT OF COMPLIANCE WITH CAREGIVER/CHILD INTERACTION STANDARD 2 (COMMUNICATION), BY TYPE

Type	Mean	S.D.	N
BDC	4.26	9.06	189
CDC	0.41	2.70	196
PAC	0.70	3.68	122
Other	0.00	0.00	6
TOTAL	1.89	6.28	513

ANALYSIS OF VARIANCE

Source	Sum of Squares	D.F.	Mean Square	F	Significance
Between Groups	1690.6114	3	563.5371	15.5037	.0000
Within Groups	18501.3572	509	36.3484		

Missing Cases = 0

Table 121
PERCENT OF TOTAL CAREGIVERS IN FACILITY OUT OF COMPLIANCE WITH CAREGIVER/CHILD INTERACTION STANDARD 2 (COMMUNICATION), BY LICENSED CAPACITY

Licensed Capacity	Mean	S.D.	N
35 or less	1.77	7.09	66
36 - 70	1.32	6.25	169
71 - 100	1.86	5.47	98
Over 100	2.49	6.40	180
TOTAL	1.89	6.28	513

ANALYSIS OF VARIANCE

Source	Sum of Squares	D.F.	Mean Square	F	Significance
Between Groups	119.4255	3	39.8085	1.0095	.3882
Within Groups	20072.5430	509	39.4353		

Missing Cases = 0

Table 122
PERCENT OF TOTAL CAREGIVERS IN FACILITY OUT OF COMPLIANCE WITH CAREGIVER/CHILD INTERACTION STANDARD 3 (EFFORTS), BY TYPE

Type	Mean	S.D.	N
BDC	7.98	14.19	189
CDC	0.75	5.14	196
PAC	1.94	7.02	122
Other	0.00	0.00	6
TOTAL	3.69	10.33	513

ANALYSIS OF VARIANCE

Source	Sum of Squares	D.F.	Mean Square	F	Significance
Between Groups	5629.4885	3	1876.4962	19.5016	.0000
Within Groups	48977.3000	509	96.2226		

Missing Cases = 0

Table 123
PERCENT OF TOTAL CAREGIVERS IN FACILITY OUT OF COMPLIANCE WITH CAREGIVER/CHILD INTERACTION STANDARD 3 (EFFORTS), BY LICENSED CAPACITY

Licensed Capacity	Mean	S.D.	N
35 or less	3.76	12.68	66
36 - 70	2.95	9.72	169
71 - 100	4.28	11.81	98
Over 100	4.03	9.03	180
TOTAL	3.69	10.33	513

ANALYSIS OF VARIANCE

Source	Sum of Squares	D.F.	Mean Square	F	Significance
Between Groups	147.8847	3	49.2949	.4607	.7098
Within Groups	54458.9038	509	106.9920		

Missing Cases = 0

Table 124
PERCENT OF TOTAL CAREGIVERS IN FACILITY OUT OF COMPLIANCE WITH CAREGIVER/CHILD INTERACTION STANDARD 4 (FEELINGS), BY TYPE

Type	Mean	S.D.	N
BDC	11.07	17.71	189
CDC	3.60	13.21	196
PAC	3.04	8.77	122
Other	0.00	0.00	6
TOTAL	6.18	14.63	513

ANALYSIS OF VARIANCE

Source	Sum of Squares	D.F.	Mean Square	F	Significance
Between Groups	7260.4509	3	2420.1503	12.0405	.0000
Within Groups	102309.7099	509	201.0014		

Missing Cases = 0

Table 125
PERCENT OF TOTAL CAREGIVERS IN FACILITY OUT OF COMPLIANCE WITH CAREGIVER/CHILD INTERACTION STANDARD 4 (FEELINGS), BY LICENSED CAPACITY

Licensed Capacity	Mean	S.D.	N
35 or less	6.49	14.99	66
36 - 70	5.54	15.12	169
71 - 100	6.15	15.05	98
Over 100	6.69	13.87	180
TOTAL	6.18	14.63	513

ANALYSIS OF VARIANCE

Source	Sum of Squares	D.F.	Mean Square	F	Significance
Between Groups	122.0093	3	40.6698	.1891	.9038
Within Groups	109448.1514	509	215.0258		

Missing Cases = 0

Table 126
PERCENT OF TOTAL CAREGIVERS IN FACILITY OUT OF COMPLIANCE WITH CAREGIVER/CHILD INTERACTION STANDARD 5 (AFFECTION), BY TYPE

Type	Mean	S.D.	N
BDC	6.34	10.90	189
CDC	1.04	4.80	196
PAC	1.23	4.40	122
Other	0.00	0.00	6
TOTAL	3.03	7.90	513

ANALYSIS OF VARIANCE

Source	Sum of Squares	D.F.	Mean Square	F	Significance
Between Groups	3298.1546	3	1099.3849	19.1883	.0000
Within Groups	29162.8854	509	57.2945		

Missing Cases = 0

Table 127
PERCENT OF TOTAL CAREGIVERS IN FACILITY OUT OF COMPLIANCE WITH CAREGIVER/CHILD INTERACTION STANDARD 5 (AFFECTION), BY LICENSED CAPACITY

Licensed Capacity	Mean	S.D.	N
35 or less	2.65	8.54	66
36 - 70	2.42	7.61	169
71 - 100	3.25	7.85	98
Over 100	3.61	8.15	180
TOTAL	3.03	7.96	513

ANALYSIS OF VARIANCE

Source	Sum of Squares	D.F.	Mean Square	F	Significance
Between Groups	136.6263	3	45.5421	.7171	.5421
Within Groups	32324.4136	509	63.5057		

Missing Cases = 0

Table 128

PERCENT OF TOTAL CAREGIVERS IN FACILITY OUT OF COMPLIANCE WITH CAREGIVER/CHILD INTERACTION STANDARD 6 (TRANSITIONS), BY TYPE

Type	Mean	S.D.	N
BDC	12.23	17.48	189
CDC	6.28	14.65	196
PAC	8.58	15.97	122
Other	28.33	40.21	6
TOTAL	9.28	16.76	513

ANALYSIS OF VARIANCE

Source	Sum of Squares	D.F.	Mean Square	F	Significance
Between Groups	5651.3455	3	1883.7818	6.9364	.0001
Within Groups	138233.3106	509	271.5782		

Missing Cases = 0

Table 129

PERCENT OF TOTAL CAREGIVERS IN FACILITY OUT OF COMPLIANCE WITH CAREGIVER/CHILD INTERACTION STANDARD 6 (TRANSITIONS), BY LICENSED CAPACITY

Licensed Capacity	Mean	S.D.	N
35 or less	11.66	22.25	66
36 - 70	7.10	15.15	169
71 - 100	10.17	16.68	98
Over 100	9.96	15.82	180
TOTAL	9.28	16.76	513

ANALYSIS OF VARIANCE

Source	Sum of Squares	D.F.	Mean Square	F	Significance
Between Groups	1334.1839	3	444.7280	1.5880	.1913
Within Groups	142550.4722	509	280.0599		

Missing Cases = 0

Table 130
ITEM 270, AT LEAST ONE SOFT WASHABLE TOY ANIMAL OR DOLL IS PROVIDED FOR EACH INFANT 0-11 MONTHS, CROSSED WITH TYPE

Toy Animal or Doll	Statistic	Type				Row Total
		BDC	CDC	PAC	Other	
YES	N	91	76	65	3	235
	Row %	38.7	32.3	27.7	1.3	88.7
	Col %	87.5	88.4	92.9	60.0	
NO	N	13	10	5	2	30
	Row %	43.3	33.3	16.7	6.7	11.3
	Col %	12.5	11.6	7.1	40.0	
	Column Total	104	86	70	5	265
		39.2	32.5	26.4	1.9	100.0

Chi-Square	D.F.	Significance	Min. E.F.	Cells with E.F. < 5
5.46567	3	.1407	.566	2 of 8 (25.0%)

Number of Missing or N/A Observations = 248

Table 131
ITEM 270, AT LEAST ONE SOFT WASHABLE TOY ANIMAL OR DOLL IS PROVIDED FOR EACH INFANT 0-11 MONTHS, CROSSED WITH LICENSED CAPACITY

Toy Animal or Doll	Statistic	Licensed Capacity				Row Total
		35 or Less	36-70	71-100	Over 100	
YES	N	18	75	51	91	235
	Row %	7.7	31.9	21.7	38.7	88.7
	Col %	78.3	93.8	87.9	87.5	
NO	N	5	5	7	13	30
	Row %	16.7	16.7	23.3	43.3	11.3
	Col %	21.7	6.3	12.1	12.5	
	Column Total	23	80	58	104	265
		8.7	30.2	21.9	39.2	100.0

Chi-Square	D.F.	Significance	Min. E.F.	Cells with E.F. < 5
4.71212	3	.1941	2.604	1 of 8 (12.5%)

Number of Missing or N/A Observations = 248

Table 132
ITEM 271, AT LEAST ONE COLORFUL MOBILE, PICTURE, OR LARGE PICTURE BOOK IS PROVIDED FOR EACH INFANT 0-11 MONTHS, CROSSED WITH TYPE

Mobil, Picture, or Large Picture Book	Statistic	Type				Row Total
		BDC	CDC	PAC	Other	
YES	N Row % Col %	62 31.6 59.0	73 37.2 84.9	59 30.1 84.3	2 1.0 40.0	196 73.7
NO	N Row % Col %	43 61.4 41.0	13 18.6 15.1	11 15.7 15.7	3 4.3 60.0	70 26.3
	Column Total	105 39.5	86 32.3	70 26.3	5 1.9	266 100.0

Chi-Square	D.F.	Significance	Min. E.F.	Cells with E.F. < 5
24.14656	3	.0000	1.316	2 of 8 (25.0%)

Number of Missing or N/A Observations = 247

Table 133
ITEM 271, AT LEAST ONE COLORFUL MOBILE, PICTURE, OR LARGE PICTURE BOOK IS PROVIDED FOR EACH INFANT 0-11 MONTHS, CROSSED WITH LICENSED CAPACITY

Mobil, Picture, or Large Picture Book	Statistic	Licensed Capacity				Row Total
		35 or Less	36-70	71-100	Over 100	
YES	N Row % Col %	12 6.1 52.2	62 31.6 76.5	42 21.4 72.4	80 40.8 76.9	196 73.7
NO	N Row % Col %	11 15.7 47.8	19 27.1 23.5	16 22.9 27.6	24 34.3 23.1	70 26.3
	Column Total	23 8.6	81 30.5	58 21.8	104 39.1	266 100.0

Chi-Square	D.F.	Significance	Min. E.F.	Cells with E.F. < 5
6.44056	3	.0920	6.053	None

Number of Missing or N/A Observations = 247

Table 134
ITEM 272, AT LEAST ONE CRADLE GYM, . . . PULL OR PUSH TOY IS PROVIDED FOR EACH INFANT 0-11 MONTHS, CROSSED WITH TYPE

Cradle Gym, . . . Pull or Push Toy	Statistic	Type				Row Total
		BDC	CDC	PAC	Other	
YES	N	80	74	58	2	214
	Row %	37.4	34.6	27.1	0.9	81.1
	Col %	76.9	87.1	82.9	40.0	
NO	N	24	11	12	3	50
	Row %	48.0	22.0	24.0	6.0	18.9
	Col %	23.1	12.9	17.1	60.0	
	Column Total	104	85	70	5	264
		39.4	32.2	26.5	1.9	100.0

Chi-Square	D.F.	Significance	Min. E.F.	Cells with E.F. < 5
8.78975	3	.0322*	.947	2 of 8 (25.0%)

Number of Missing or N/A Observations = 249

* Chi-square is not significant when only BDC, CDC, and PAC types are included in the analysis.

Table 135
ITEM 272, AT LEAST ONE CRADLE GYM, . . . PULL OR PUSH TOY IS PROVIDED FOR EACH INFANT 0-11 MONTHS, CROSSED WITH LICENSED CAPACITY

Cradle Gym, . . . Pull or Push Toy	Statistic	Licensed Capacity				Row Total
		35 or Less	36-70	71-100	Over 100	
YES	N	15	62	47	90	214
	Row %	7.0	29.0	22.0	42.1	81.1
	Col %	65.2	78.5	81.0	86.5	
NO	N	8	17	11	14	50
	Row %	16.0	34.0	22.0	28.0	18.9
	Col %	34.8	21.5	19.0	13.5	
	Column Total	23	79	58	104	264
		8.7	29.9	22.0	39.4	100.0

Chi-Square	D.F.	Significance	Min. E.F.	Cells with E.F. < 5
6.13561	3	.1052	4.356	1 of 8 (12.5%)

Number of Missing or N/A Observations = 249

Table 136
ITEM 273, AT LEAST ONE RATTLE . . . OR RECORD PLAYER IS PROVIDED FOR EACH INFANT 0-11 MONTHS, CROSSED WITH TYPE

Rattle . . . or Record Player	Statistic	Center Type				Row Total
		BDC	CDC	PAC	Other	
YES	N	69	71	61	1	202
	Row %	34.2	35.1	30.2	0.5	76.2
	Col %	66.3	82.6	87.1	20.0	
NO	N	35	15	9	4	63
	Row %	55.6	23.8	14.3	6.3	23.8
	Col %	33.7	17.4	12.9	80.0	
	Column Total	104	86	70	5	265
		39.2	32.5	26.4	1.9	100.0

Chi-Square	D.F.	Significance	Min. E.F.	Cells with E.F. < 5
20.83082	3	.0001	1.189	2 of 8 (25.0%)

Number of Missing or N/A Observations = 248

Table 137
CENTERS' ITEM 273, AT LEAST ONE RATTLE . . . OR RECORD PLAYER IS PROVIDED FOR EACH INFANT 0-11 MONTHS, CROSSED WITH LICENSED CAPACITY

Rattle . . . or Record Player	Statistic	Licensed Capacity				Row Total
		35 or Less	36-70	71-100	Over 100	
YES	N	11	60	49	82	202
	Row %	5.4	29.7	24.3	40.6	76.2
	Col %	47.8	75.0	84.5	78.8	
NO	N	12	20	9	22	63
	Row %	19.0	31.7	14.3	34.9	23.8
	Col %	52.2	25.0	15.5	21.2	
	Column Total	23	80	58	104	265
		8.7	30.2	21.9	39.2	100.0

Chi-Square	D.F.	Significance	Min. E.F.	Cells with E.F. < 5
12.87905	3	.0049*	5.468	None

Number of Missing or N/A Observations = 248

* Chi-square is non-significant when only BDC, CDC, and PAC types are included in the analysis.

Table 138

NUMBER AND PERCENT OF GROUPS OUT OF COMPLIANCE ON STANDARD FOR BLOCKS ARE ACCESSIBLE BY PREDOMINANT AGE CODE AND FACILITY TYPE

	FACILITY TYPE														
	BDC			CDC			PAC			OTHER			TOTAL		
PREDOMINANT AGE GROUP	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT O COMPL
0 - 11 Months	21	69	30.4	14	69	20.3	26	68	38.2	0	1	0.0	61	207	29.5
12 - 17 Months	36	73	49.3	25	71	35.2	33	45	73.3				94	189	49.7
18 - 35 Months	80	220	36.4	28	224	12.5	43	157	27.4	2	3	66.7	153	604	25.3
3 - 5 Years	80	388	20.6	24	389	6.2	21	261	8.0	4	4	100.0	129	1042	12.4
6 Years and Older	49	169	29.0	36	76	47.4	22	71	31.0				107	316	33.9
All Age Groups	266	919	28.9	127	829	15.3	145	602	24.1	6	8	75.0	544	2358	23.1

Table 139

NUMBER AND PERCENT OF GROUPS OUT OF COMPLIANCE ON STANDARD FOR BLOCKS ARE ACCESSIBLE BY LICENSED CAPACITY

PREDOMINANT AGE GROUP	LICENSED CAPACITY														
	35 OR LESS			36-70			71-100			OVER 100			TOTAL		
	NO. GRPS. OUT OF COMPL.	NO. GRPS.	$ GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	$ GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	$ GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	$ GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	$ GRPS. OUT O COMPL
0 - 11 Months	6	15	40.0	14	51	27.5	10	53	18.9	31	88	35.2	61	207	**29.5**
12 - 17 Months	9	9	100	18	54	33.3	26	40	65.0	41	86	47.7	94	189	**49.7**
18 - 35 Months	10	37	27.0	24	155	15.5	51	136	37.5	68	276	24.6	153	604	**25.3**
3 - 5 Years	9	71	12.7	24	269	8.9	38	229	16.6	58	473	12.3	129	1042	**12.4**
6 Years and Older	8	15	53.3	27	77	35.1	30	53	56.6	42	171	24.6	107	316	**33.9**
All Age Groups	42	147	28.6	107	606	17.7	155	511	30.3	240	1094	21.9	544	2358	**23.1**

Table 141

NUMBER AND PERCENT OF GROUPS OUT OF COMPLIANCE ON STANDARD FOR DRAMATIC PLAY MATERIALS BY LICENSED CAPACITY

	LICENSED CAPACITY														
	35 OR LESS			36-70			71-100			OVER 100			TOTAL		
PREDOMINANT AGE GROUP	NO. GRP'S. OUT OF COMPL.	NO. GRPS.	% GRP'S. OUT OF COMPL.	NO. GRP'S. OUT OF COMPL.	NO. GRPS.	% GRP'S. OUT OF COMPL.	NO. GRP'S. OUT OF COMPL.	NO. GRPS.	% GRP'S. OUT OF COMPL.	NO. GRP'S. OUT OF COMPL.	NO. GRPS.	% GRP'S. OUT OF COMPL.	NO. GRP'S. OUT OF COMPL.	NO. GRPS.	% GRP'S. OUT O COMPL
0 - 11 Months	8	15	53.3	15	51	29.4	15	53	28.3	34	88	38.6	72	207	34.8
12 - 17 Months	9	9	100.0	18	54	33.3	23	40	57.5	47	86	54.7	97	189	51.3
18 - 35 Months	9	37	24.3	20	155	12.9	37	136	27.2	39	276	14.1	105	604	17.4
3 - 5 Years	10	71	14.1	22	269	8.2	32	229	14.0	31	473	6.6	95	1042	9.1
6 Years and Older	6	15	40.0	16	77	20.8	19	53	35.8	43	171	25.1	84	316	26.6
All Age Groups	42	147	28.6	91	606	15.0	126	511	24.7	194	1094	17.7	453	2358	19.2

Table 141
NUMBER AND PERCENT OF GROUPS OUT OF COMPLIANCE ON STANDARD FOR DRAMATIC PLAY MATERIALS BY LICENSED CAPACITY

PREDOMINANT AGE GROUP	LICENSED CAPACITY												TOTAL		
	35 OR LESS			36-70			71-100			OVER 100					
	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.
0 - 11 Months	8	15	53.3	15	51	29.4	15	53	28.3	34	88	38.6	72	207	**34.8**
12 - 17 Months	9	9	100.0	18	54	33.3	23	40	57.5	47	86	54.7	97	189	**51.3**
18 - 35 Months	9	37	24.3	20	155	12.9	37	136	27.2	39	276	14.1	105	604	**17.4**
3 - 5 Years	10	71	14.1	22	269	8.2	32	229	14.0	31	473	6.6	95	1042	**9.1**
6 Years and Older	6	15	40.0	16	77	20.8	19	53	35.8	43	171	25.1	84	316	**26.6**
All Age Groups	42	147	28.6	91	606	15.0	126	511	24.7	194	1094	17.7	453	2358	**19.2**

Table 142

NUMBER AND PERCENT OF GROUPS OUT OF COMPLIANCE ON STANDARD FOR MANIPULATIVES ARE ACCESSIBLE BY PREDOMINANT AGE CODE AND FACILITY TYPE

	FACILITY TYPE														
	BDC			CDC			PAC			OTHER			TOTAL		
PREDOMINANT AGE GROUP	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT (COMPL
0 - 11 Months	8	69	11.6	5	69	7.3	14	68	20.6	0	1	0.0	27	207	13.0
12 - 17 Months	20	73	27.4	15	71	21.1	14	45	31.1				49	189	25.9
18 - 35 Months	38	220	17.3	23	224	10.3	25	157	15.9	1	3	33.3	87	604	14.4
3 - 5 Years	58	388	15.0	25	389	6.4	17	261	6.5	3	4	75.0	103	1042	9.9
6 Years and Older	34	169	20.1	2	76	2.6	16	71	22.5				52	316	16.5
All Age Groups	158	919	17.2	70	829	8.4	86	602	14.3	4	8	50.0	318	2358	13.5

Table 143

NUMBER AND PERCENT OF GROUPS OUT OF COMPLIANCE ON
STANDARD FOR MANIPULATIVES ARE ACCESSIBLE BY LICENSED CAPACITY

	LICENSED CAPACITY														
	35 OR LESS			36-70			71-100			OVER 100			TOTAL		
PREDOMINANT AGE GROUP	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.
0 - 11 Months	0	15	0.0	5	51	9.8	5	53	9.4	17	88	19.3	27	207	**13.0**
12 - 17 Months	4	9	44.4	9	54	16.7	11	40	27.5	25	86	29.1	49	189	**25.9**
18 - 35 Months	5	37	13.5	16	155	10.3	37	136	27.2	29	276	10.5	87	604	**14.4**
3 - 5 Years	8	71	11.3	19	269	7.1	36	229	15.7	40	473	8.5	103	1042	**9.9**
6 Years and Older	5	15	33.3	7	77	9.1	13	53	24.5	27	171	15.8	52	316	**16.5**
All Age Groups	22	147	15.0	56	606	9.2	102	511	20.0	138	1094	12.6	318	2358	**13.5**

Table 145
NUMBER AND PERCENT OF GROUPS OUT OF COMPLIANCE ON STANDARD FOR STORY/LANGUAGE MATERIALS ARE ACCESSIBLE BY LICENSED CAPACITY

	LICENSED CAPACITY														
	35 OR LESS			36-70			71-100			OVER 100			TOTAL		
PREDOMINANT AGE GROUP	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.
0 - 11 Months	1	15	6.7	11	51	21.6	8	53	15.1	28	88	31.8	48	207	23.2
12 - 17 Months	3	9	33.3	15	54	27.8	15	40	37.5	34	86	39.5	67	189	35.5
18 - 35 Months	7	37	18.9	15	155	9.7	49	136	36.0	59	276	21.4	130	604	21.5
3 - 5 Years	6	71	8.5	13	269	4.8	32	229	14.0	51	473	10.8	102	1042	9.8
6 Years and Older	1	15	6.7	11	77	14.3	10	53	18.9	31	171	18.1	53	316	16.8
All Age Groups	18	147	12.3	65	606	10.7	114	511	22.3	203	1094	18.6	400	2358	17.0

Table 144

NUMBER AND PERCENT OF GROUPS OUT OF COMPLIANCE ON STANDARD FOR STORY/LANGUAGE MATERIALS ARE ACCESSIBLE BY PREDOMINANT AGE CODE AND FACILITY TYPE

	FACILITY TYPE														
	BDC			CDC			PAC			OTHER			TOTAL		
PREDOMINANT AGE GROUP	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.
0 - 11 Months	23	69	33.3	7	69	10.2	18	68	26.5	0	1	0.0	48	207	23.2
12 - 17 Months	29	73	39.7	19	71	26.8	19	45	42.2				67	189	35.5
18 - 35 Months	60	220	27.3	33	224	14.7	36	157	22.9	1	3	33.3	130	604	21.5
3 - 5 Years	64	388	16.5	18	389	4.6	18	261	6.9	2	4	50.0	102	1042	9.8
6 Years and Older	34	169	20.1	5	76	6.6	14	71	19.7				53	316	16.8
All Age Groups	210	919	22.9	82	829	9.9	105	602	17.4	3	8	37.5	400	2358	17.0

287

Table 146

NUMBER AND PERCENT OF GROUPS OUT OF COMPLIANCE ON STANDARD FOR LARGE MUSCLE ACTIVITES ARE AVAILABLE BY PREDOMINANT AGE CODE AND FACILITY TYPE

	FACILITY TYPE												TOTAL		
	BDC			CDC			PAC			OTHER					
PREDOMINANT AGE GROUP	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.
0 - 11 Months	11	69	15.9	6	69	8.7	17	68	25.0	0	1	0.0	34	207	16.4
12 - 17 Months	14	73	19.2	10	71	14.1	14	45	31.1				38	189	20.1
18 - 35 Months	23	220	10.5	28	224	12.5	12	157	76.4	1	3	33.3	64	604	10.6
3 - 5 Years	39	388	10.1	50	389	12.9	18	261	6.9	2	4	50.0	109	1042	10.5
6 Years and Older	6	169	3.6	6	76	7.9	3	71	4.2				15	316	4.8
All Age Groups	93	919	10.1	100	829	12.1	64	602	10.6	3	8	37.5	260	2358	11.0

Table 147

NUMBER AND PERCENT OF GROUPS OUT OF COMPLIANCE ON STANDARD FOR LARGE MUSCLE ACTIVITES ARE AVAILABLE BY LICENSED CAPACITY

PREDOMINANT AGE GROUP	LICENSED CAPACITY												TOTAL		
	35 OR LESS			36-70			71-100			OVER 100					
	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.
0 - 11 Months	2	15	13.3	7	51	13.7	4	53	7.6	21	88	23.9	34	207	16.4
12 - 17 Months	3	9	33.3	9	54	16.7	6	40	15.0	20	86	23.3	38	189	20.1
18 - 35 Months	3	37	8.1	17	155	11.0	19	136	14.0	25	276	9.1	64	604	10.6
3 - 5 Years	6	71	8.5	25	269	9.3	32	229	14.0	46	473	9.7	109	1042	10.5
6 Years and Older	2	15	13.3	7	77	9.1	3	53	5.7	3	171	1.8	15	316	4.8
All Age Groups	16	147	10.9	65	606	10.7	64	511	12.5	115	1094	10.5	260	2358	11.0

Table 148

NUMBER AND PERCENT OF GROUPS OUT OF COMPLIANCE ON STANDARD FOR MUSIC EQUIPMENT IS ACCESSIBLE BY PREDOMINANT AGE CODE AND FACILITY TYPE

	FACILITY TYPE														
	BDC			CDC			PAC			OTHER			TOTAL		
PREDOMINANT AGE GROUP	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.
0 - 11 Months	21	69	30.4	8	69	11.6	19	68	27.9	1	1	1.0	49	207	23.7
12 - 17 Months	34	73	46.6	19	71	26.8	22	45	48.9				75	189	39.7
18 - 35 Months	81	220	36.8	42	224	18.8	42	157	26.8	2	3	66.7	167	604	27.7
3 - 5 Years	102	388	26.3	48	389	12.3	36	261	13.8	4	4	1.0	190	1042	18.2
6 Years and Older	52	169	30.8	36	76	47.4	18	71	25.4				106	316	33.5
All Age Groups	290	919	31.6	153	829	18.5	137	602	22.8	7	8	87.5	587	2358	24.9

Table 149
NUMBER AND PERCENT OF GROUPS OUT OF COMPLIANCE ON STANDARD FOR MUSIC EQUIPMENT IS ACCESSIBLE BY LICENSED CAPACITY

	LICENSED CAPACITY												TOTAL		
	35 OR LESS			36-70			71-100			OVER 100					
PREDOMINANT AGE GROUP	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.
0 - 11 Months	3	15	20.0	13	51	25.5	9	53	17.0	24	88	27.3	49	207	23.7
12 - 17 Months	3	9	33.3	18	54	33.3	16	40	40.0	38	86	44.2	75	189	39.7
18 - 35 Months	11	37	29.7	31	155	20.0	51	136	37.5	74	276	26.8	167	604	27.7
3 - 5 Years	11	71	15.5	30	269	11.2	67	229	29.3	82	473	17.3	190	1042	18.2
6 Years and Older	9	15	60.0	29	77	37.7	25	53	47.2	43	171	25.2	106	316	33.5
All Age Groups	37	147	25.2	121	606	20.0	168	511	32.9	261	1094	23.9	587	2358	24.9

Table 150
NUMBER AND PERCENT OF GROUPS OUT OF COMPLIANCE ON
STANDARD FOR ART MATERIALS ARE ACCESSIBLE
BY PREDOMINANT AGE CODE AND FACILITY TYPE

	FACILITY TYPE												TOTAL		
	BDC			CDC			PAC			OTHER					
PREDOMINANT AGE GROUP	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.
0 - 11 Months	24	69	34.8	11	69	15.9	27	68	39.7	0	1	0.0	62	207	30.0
12 - 17 Months	38	73	52.1	25	71	35.2	34	45	75.6				97	189	51.3
18 - 35 Months	93	220	42.3	48	224	21.4	64	157	40.8	2	3	66.7	207	604	34.3
3 - 5 Years	98	388	25.3	37	389	9.5	46	261	17.6	4	4	100.0	185	1042	17.8
6 Years and Older	44	169	26.0	11	76	14.5	16	71	22.5				71	316	22.5
All Age Groups	297	919	32.3	132	829	15.9	187	602	31.1	6	8	75.0	622	2358	26.4

Table 151

NUMBER AND PERCENT OF GROUPS OUT OF COMPLIANCE ON STANDARD FOR ART MATERIALS ARE ACCESSIBLE BY LICENSED CAPACITY

PREDOMINANT AGE GROUP	LICENSED CAPACITY												TOTAL		
	35 OR LESS			36-70			71-100			OVER 100					
	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT O COMPL
0 - 11 Months	3	15	20.0	15	51	29.4	13	53	24.5	31	88	35.2	62	207	30.0
12 - 17 Months	5	9	55.6	20	54	37.0	23	40	57.5	49	86	57.0	97	189	51.3
18 - 35 Months	12	37	32.4	37	155	23.9	57	136	41.9	101	276	36.6	207	604	34.3
3 - 5 Years	13	71	18.3	30	269	11.2	57	229	24.9	85	473	18.0	185	1042	17.8
6 Years and Older	6	15	40.0	14	77	18.2	13	53	24.5	38	171	22.2	71	316	22.5
All Age Groups	39	147	26.5	116	606	19.1	163	511	31.9	304	1094	27.8	622	2358	26.4

Table 152

NUMBER AND PERCENT OF GROUPS OUT OF COMPLIANCE ON STANDARD FOR NATURE/SCIENCE MATERIALS ARE ACCESSIBLE BY PREDOMINANT AGE CODE AND FACILITY TYPE

	FACILITY TYPE												TOTAL		
	BDC			CDC			PAC			OTHER					
PREDOMINANT AGE GROUP	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.
0 - 11 Months	31	69	44.9	26	69	37.7	27	68	39.7	1	1	100.0	85	207	41.1
12 - 17 Months	57	73	78.1	38	71	53.5	39	45	86.7				134	189	70.9
18 - 35 Months	152	220	69.1	83	224	37.1	71	157	45.2	2	3	66.7	308	604	51.0
3 - 5 Years	188	388	48.5	60	389	15.4	75	261	28.7	4	4	100.0	327	1042	31.4
6 Years and Older	76	169	45.0	43	76	56.6	31	71	43.7				150	316	47.5
All Age Groups	504	919	54.8	250	829	30.2	243	602	40.4	7	8	87.5	1004	2358	42.6

Table 153
NUMBER AND PERCENT OF GROUPS OUT OF COMPLIANCE ON STANDARD FOR NATURE/SCIENCE MATERIALS ARE ACCESSIBLE BY LICENSED CAPACITY

	LICENSED CAPACITY														
	35 OR LESS			36-70			71-100			OVER 100			TOTAL		
PREDOMINANT AGE GROUP	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.	NO. GRPS. OUT OF COMPL.	NO. GRPS.	% GRPS. OUT OF COMPL.
0 - 11 Months	10	15	66.7	26	51	51.0	15	53	28.3	34	88	38.6	85	207	41.1
12 - 17 Months	9	9	100.0	37	54	68.5	34	40	85.0	54	86	62.8	134	189	70.9
18 - 35 Months	16	37	43.2	69	155	44.5	81	136	59.6	142	276	51.4	308	604	51.0
3 - 5 Years	20	71	28.2	53	269	19.7	88	229	38.4	166	473	35.1	327	1042	31.4
6 Years and Older	10	15	66.7	34	77	44.2	34	53	64.2	72	171	42.1	150	316	47.5
All Age Groups	65	147	44.2	219	606	36.1	252	511	49.3	468	1094	42.8	1004	2358	42.6

Table 154
CROSSTABULATION OF EQUIPMENT/MATERIALS CONDITION AND LICENSED CAPACITY (ITEM 320)

Equipment/ Materials Condition	Statistic	Licensed Capacity				Row Total
		35 or Less	36-70	71-100	Over 100	
Complete, in good repair, and clean	N	45	117	66	126	354
	Row %	12.7	33.1	18.6	35.6	70.0
	Col %	68.2	70.5	68.0	71.2	
Not complete, not in good repair, and not clean	N	8	15	10	14	47
	Row %	17.0	31.9	21.3	29.8	9.3
	Col %	12.1	9.0	10.3	7.9	
Complete, but not in good repair, and not clean	N	2	3			5
	Row %	40.0	60.0			1.0
	Col %	3.0	1.8			
In good repair, but not complete and not clean	N		4	4	4	12
	Row %		33.3	33.3	33.3	2.4
	Col %		2.4	4.1	2.3	
Clean, but not in good repair, not complete	N	6	6	3	7	22
	Row %	27.3	27.3	13.6	31.8	4.3
	Col %	9.1	3.6	3.1	4.0	
Complete and in good repair, but not clean	N		6		7	13
	Row %		46.2		53.8	2.6
	Col %		3.6		4.0	
Complete and clean, but not in good repair	N	2	4	4	1	11
	Row %	18.2	36.4	36.4	9.1	2.2
	Col %	3.0	2.4	4.1	0.6	
In good repair and clean, but not complete	N	3	11	10	18	42
	Row %	7.1	26.2	23.8	42.9	8.3
	Col %	4.5	6.6	10.3	10.2	
	Column Total	66	166	97	177	506
		13.0	32.8	19.2	35.0	100.0

Chi-Square	D.F.	Significance	Min. E.F.	Cells with E.F. < 5
27.84771	21	.1445	.652	18 of 32 (56.3%)

Number of Missing Observations = 7

Table 155
ITEM 321, A MINIMUM OF 30 SQUARE FEET OF SPACE IS ALLOWED FOR EACH CHILD, CROSSED WITH TYPE

30 Square Feet Or More Is Allowed	Statistic	Center Type BDC	CDC	PAC	Other	Row Total
YES	N	166	190	119	5	480
	Row %	34.6	39.6	24.8	1.0	94.5
	Col %	88.8	96.9	100.0	83.3	
NO	N	21	6		1	28
	Row %	75.0	21.4		3.6	5.5
	Col %	11.2	3.1		16.7	
	Column Total	187	196	119	6	508
		36.8	38.6	23.4	1.2	100.0

Chi-Square	D.F.	Significance	Min. E.F.	Cells with E.F. < 5
22.37557	3	.0001	.331	1 of 8 (12.5%)

Number of Missing Observations = 5

Table 156
ITEM 321, A MINIMUM OF 30 SQUARE FEET OF SPACE IS ALLOWED FOR EACH CHILD, CROSSED WITH LICENSED CAPACITY

30 Square Feet Or More is Allowed	Statistic	Licensed Capacity 35 or Less	36-70	71-100	Over 100	Row Total
YES	N	60	160	85	175	480
	Row %	12.5	33.3	17.7	36.5	94.5
	Col %	90.9	95.8	88.5	97.8	
NO	N	6	7	11	4	28
	Row %	21.4	25.0	39.3	14.3	5.5
	Col %	9.1	4.2	11.5	2.2	
	Column Total	66	167	96	179	508
		13.0	32.9	18.9	35.2	100.0

Chi-Square	D.F.	Significance	Min. E.F.	Cells with E.F. < 5
12.39173	3	.0062	3.638	1 of 8 (12.5%)

Number of Missing Observations = 5

Table 157
ITEM 323, AT LEAST 100 SQUARE FEET OF OPEN SPACE IS AVAILABLE FOR INFANTS 0-11 MONTHS, CROSSED WITH TYPE

AT LEAST 100 SQ. FT. OF OPEN SPACE	STATISTIC	TYPE				Row Total
		BDC	CDC	PAC	Other	
YES	N	104	75	68	4	251
	Row %	41.4	29.9	27.1	1.6	85.1
	Col %	86.7	79.8	89.5	80.0	
NO	N	16	19	8	8	44
	Row %	36.4	43.2	18.2	18.2	14.9
	Col %	13.3	20.2	10.5	10.5	
	Column Total	120	94	76	5	295
		40.7	31.9	25.8	1.7	100.0

Chi-Square	D.F.	Significance	Min. E.F.	Cells with E.F. < 5
3.57077	3	.3117	.746	2 of 8 (25.0%)

Number of Missing Observations = 218

Table 158
ITEM 323, AT LEAST 100 SQUARE FEET OF OPEN SPACE IS AVAILABLE FOR INFANTS 0-11 MONTHS, CROSSED WITH LICENSED CAPACITY

AT LEAST 100 SQ. FT. OF OPEN SPACE	STATISTIC	Licensed Capacity				Row Total
		35 or Less	36-70	71-100	Over 100	
YES	N	22	70	49	110	251
	Row %	8.8	27.9	19.5	43.8	85.1
	Col %	84.6	78.7	79.0	93.2	
NO	N	4	19	13	8	44
	Row %	9.1	43.2	29.5	18.2	14.9
	Col %	15.4	21.3	21.0	6.8	
	Column Total	26	89	62	118	295
		8.8	30.2	21.0	40.0	100.0

Chi-Square	D.F.	Significance	Min. E.F.	Cells with E.F. < 5
10.85080	3	.0126	3.878	1 of 8 (12.5%)

Number of Missing Observations = 218

Table 159
FREQUENCY OF RESPONSES TO ITEM 324, SQUARE FOOTAGE ALLOWED IF LESS THAN 100 SQUARE FEET OF OPEN SPACE IS ALLOWED FOR INFANTS 0-11 MONTHS

Square Feet	Number of Responses	Percent of Total Responses
1	1	2.27
10	1	2.27
20	1	2.27
25	2	4.55
30	8	18.18
32	1	2.27
35	1	2.27
40	6	13.64
46	1	2.27
50	1	2.27
55	1	2.27
60	4	9.09
63	1	2.27
65	1	2.27
70	2	4.55
72	1	2.27
75	3	6.82
76	2	2.27
80	5	11.36
85	1	2.27
	--	------
	44	100.00

Table 160
ITEM 330, FACILITY HAS A WRITTEN PLAN FOR DAILY HEALTH/ABUSE CHECKS, CROSSED WITH TYPE

Has a Written Health/Abuse Check Plan	Statistic	Type				Row Total
		BDC	CDC	PAC	Other	
Yes, Both Health and Abuse	N Row % Col %	108 42.5 57.4	111 43.7 57.2	35 13.8 27.2		254 50.0
Yes for Abuse, No for Health	N Row % Col %	11 47.8 5.9	4 17.4 2.1	8 34.8 6.7		23 4.5
Yes for Health, No for Abuse	N Row % Col %	5 50.0 2.7	3 30.0 1.5	2 20.0 1.7		10 2.0
No, Neither for Health nor Abuse	N Row % Col %	64 29.0 34.0	76 34.4 39.2	75 33.9 62.5	6 2.7 100.0	221 43.5
	Column Total	188 37.0	194 38.2	120 23.6	6 1.2	508 100.0

Chi-Square	D.F.	Significance	Min. E.F.	Cells with E.F. < 5
42.20432	9	.0000	.118	7 of 16 (43.8%)

Number of Missing Observations = 5

Table 161
ITEM 330, FACILITY HAS A WRITTEN PLAN FOR DAILY HEALTH/ABUSE CHECKS, CROSSED WITH LICENSED CAPACITY

Has a Written Health/Abuse Check Plan	Statistic	Licensed Capacity				Row Total
		35 or Less	36-70	71-100	Over 100	
Yes, Both Health and Abuse	N	19	92	40	103	254
	Row %	7.5	36.2	15.7	40.6	50.0
	Col %	29.2	54.8	41.2	57.9	
Yes for Abuse, No for Health	N	1	6	8	8	23
	Row %	4.3	26.1	34.8	34.8	4.5
	Col %	1.5	3.6	8.2	4.5	
Yes for Health, No for Abuse	N		4	3	3	10
	Row %		40.0	30.0	30.0	2.0
	Col %		2.4	3.1	1.7	
No, Neither for Health nor Abuse	N	45	66	46	64	221
	Row %	20.4	29.9	20.8	29.0	43.5
	Col %	69.2	39.3	47.4	36.0	
	Column Total	65	168	97	178	508
		12.8	33.1	19.1	35.0	100.0

Chi-Square	D.F.	Significance	Min. E.F.	Cells with E.F. < 5
30.01877	9	.0004	1.280	6 of 16 (37.5%)

Number of Missing Observations = 5

Table 162
ITEM 332, CHILDREN ARE CHECKED ON ARRIVAL, CROSSED WITH TYPE

Children Are Checked on Arrival	Statistic	Type				Row Total
		BDC	CDC	PAC	Other	
YES	N	148	182	98	4	432
	Row %	34.3	421.	22.7	0.9	84.7
	Col %	79.1	92.9	81.0	66.7	
NO	N	39	14	23	2	78
	Row %	50.0	17.9	29.5	2.6	15.3
	Col %	20.9	7.1	19.0	33.3	
	Column Total	187	196	121	6	510
		36.7	38.4	23.7	1.2	100.0

Chi-Square	D.F.	Significance	Min. E.F.	Cells with E.F. < 5
17.31256	3	.0006	.918	1 of 8 (12.5%)

Number of Missing Observations = 3

Table 163
ITEM 332, CHILDREN ARE CHECKED ON ARRIVAL, CROSSED WITH LICENSED CAPACITY

Children Are Checked on Arrival	Statistic	Licensed Capacity				Row Total
		35 or Less	36-70	71-100	Over 100	
YES	N	57	140	86	149	432
	Row %	13.2	32.4	19.9	34.5	84.7
	Col %	86.4	83.8	88.7	82.8	
NO	N	9	27	11	31	78
	Row %	11.5	34.6	14.1	39.7	15.3
	Col %	13.6	16.2	11.3	17.2	
	Column Total	66	167	97	180	510
		12.9	32.7	19.0	35.3	100.0

Chi-Square	D.F.	Significance	Min. E.F.	Cells with E.F. < 5
1.92545	3	.5880	10.094	None

Number of Missing Observations = 3

Table 164
ITEM 333, CAREGIVERS STOP CHILDREN WHO ARE ENGAGED IN UNSAFE ACTIVITIES, CROSSED WITH TYPE

CAREGIVERS STOP UNSAFE ACTIVITIES	STATISTIC	TYPE				ROW TOTAL
		BDC	CDC	PAC	OTHER	
YES	N	179	189	118	4	490
	ROW %	36.5	38.6	24.1	0.8	96.1
	COL %	94.7	96.9	98.3	66.7	
NO	N	10	6	2	2	20
	ROW %	50.0	30.0	10.0	10.0	3.9
	COL %	5.3	3.1	1.7	33.3	
	COLUMN TOTAL	189	195	120	6	510
		37.1	38.2	23.5	1.2	100.0

CHI-SQUARE	D.F.	SIGNIFICANCE	MIN. E.F.	CELLS WITH E.F. < 5
16.70485	3	.0008	.235	2 of 8 (25.0%)

Number of Missing or N/A Observations = 3

Table 165
ITEM 333, CAREGIVERS STOP CHILDREN WHO ARE ENGAGED IN UNSAFE ACTIVITIES, CROSSED WITH LICENSED CAPACITY

CAREGIVERS STOP UNSAFE ACTIVITIES	STATISTIC	LICENSED CAPACITY				ROW TOTAL
		35 OR LESS	36-70	71-100	OVER 100	
YES	N	62	161	94	173	490
	ROW %	12.7	32.9	19.2	35.3	96.1
	COL %	93.9	95.8	95.9	97.2	
NO	N	4	7	4	5	20
	ROW %	20.0	35.0	20.0	25.0	3.9
	COL %	6.1	4.2	4.1	2.8	
	COLUMN TOTAL	66	168	98	178	510
		12.9	32.9	19.2	34.9	100.0

CHI-SQUARE	D.F.	SIGNIFICANCE	MIN. E.F.	CELLS WITH E.F. < 5
1.41972	3	.7009	2.588	2 of 8 (25.0%)

Number of Missing or N/A Observations = 3

Table 166
ITEM 334, CAREGIVERS SUGGEST AND DEMONSTRATE WAYS TO MAINTAIN A SAFE ENVIRONMENT, CROSSED WITH TYPE

Demonstrate Safe Environment	Statistic	Type				Row Total
		BDC	CDC	PAC	Other	
YES	N	146	185	116	5	452
	Row %	32.3	40.9	25.7	1.1	88.5
	Col %	77.2	94.4	96.7	83.3	
NO	N	43	11	4	1	59
	Row %	72.9	18.6	6.8	1.7	11.5
	Col %	22.8	5.6	3.3	16.7	
	Column Total	189 37.0	196 38.4	120 23.5	6 1.2	511 100.0

Chi-Square	D.F.	Significance	Min. E.F.	Cells with E.F. < 5
38.07230	3	.0000	.693	1 of 8 (12.5%)

Number of Missing Observations = 2

Table 167
ITEM 334, CAREGIVERS SUGGEST AND DEMONSTRATE WAYS TO MAINTAIN A SAFE ENVIRONMENT, CROSSED WITH LICENSED CAPACITY

Demonstrate Safe Environment	Statistic	Licensed Capacity				Row Total
		35 or Less	36-70	71-100	Over 100	
YES	N	58	154	83	157	452
	Row %	12.8	34.1	18.4	34.7	88.5
	Col %	87.9	91.7	84.7	87.7	
NO	N	8	14	15	22	59
	Row %	13.6	23.7	25.4	37.3	11.5
	Col %	12.1	8.3	15.3	12.3	
	Column Total	66 12.9	168 32.9	98 19.2	179 35.0	511 100.0

Chi-Square	D.F.	Significance	Min. E.F.	Cells with E.F. < 5
3.17305	3	.3657	7.620	None

Number of Missing Observations = 2

Table 168
ITEM 335, CAREGIVERS DO NOT ALLOW CHILDREN TO SHARE FOOD/UTENSILS, CROSSED WITH TYPE

Sharing Food/Utensils	Statistic	Type				Row Total
		BDC	CDC	PAC	Other	
Not Allowed	N	178	189	119	6	492
	Row %	36.2	38.4	24.2	1.2	96.7
	Col %	94.7	96.9	99.2	100.0	
Allowed	N	10	6	1		17
	Row %	58.8	35.3	5.9		3.3
	Col %	5.3	3.1	0.8		
	Column Total	188	195	120	6	509
		36.9	38.3	23.6	1.2	100.0

Chi-Square	D.F.	Significance	Min. E.F.	Cells with E.F. < 5
4.86578	3	.1819	.200	2 of 8 (25.0%)

Number of Missing Observations = 4

Table 169
ITEM 335, CAREGIVERS DO NOT ALLOW CHILDREN TO SHARE FOOD/UTENSILS, CROSSED WITH LICENSED CAPACITY

Sharing Food/Utensils	Statistic	Licensed Capacity				Row Total
		35 or Less	36-70	71-100	Over 100	
Not Allowed	N	62	162	96	172	492
	Row %	12.6	32.9	19.5	35.0	96.7
	Col %	95.4	96.4	99.0	96.1	
Allowed	N	3	6	1	7	17
	Row %	17.6	35.3	5.9	41.2	3.3
	Col %	4.6	3.6	1.0	3.9	
	Column Total	65	168	97	179	509
		12.8	33.0	19.1	35.2	100.0

Chi-Square	D.F.	Significance	Min. E.F.	Cells with E.F. < 5
2.13793	3	.5443	2.171	2 of 8 (25.0%)

Number of Missing Observations = 4

Table 170
ITEM 336, AREAS FOR DIAPERING ARE SEPARATED FROM FOOD PREPARATION AREAS, CROSSED WITH TYPE

SEPARATED DIAPERING AREA	STATISTIC	TYPE				ROW TOTAL
		BDC	CDC	PAC	OTHER	
YES	N	162	130	102	6	400
	ROW %	40.5	32.5	25.5	1.5	97.1
	COL %	97.0	97.7	96.2	100.0	
NO	N	5	3	4		12
	ROW %	41.7	25.0	33.3		2.9
	COL %	3.0	2.3	3.8		
	COLUMN TOTAL	167	133	106	6	412
		40.5	32.3	25.7	1.5	100.0

CHI-SQUARE	D.F.	SIGNIFICANCE	MIN. E.F.	CELLS WITH E.F. < 5
.66478	3	.8815	.175	4 of 8 (50.0%)

Number of Missing or N/A Observations = 101

TAble 171
ITEM 336, AREAS FOR DIAPERING ARE SEPARATED FROM FOOD PREPARATION AREAS, CROSSED WITH LICENSED CAPACITY

SEPARATED DIAPERING AREA	STATISTIC	LICENSED CAPACITY				ROW TOTAL
		35 OR LESS	36-70	71-100	OVER 100	
YES	N	42	122	83	153	400
	ROW %	10.5	30.5	20.8	38.3	97.1
	COL %	97.7	96.8	97.6	96.8	
NO	N	1	4	2	5	12
	ROW %	8.3	33.3	16.7	41.7	2.9
	COL %	2.3	3.2	2.4	3.2	
	COLUMN TOTAL	43	126	85	158	412
		10.4	30.6	20.6	38.3	100.0

CHI-SQUARE	D.F.	SIGNIFICANCE	MIN. E.F.	CELLS WITH E.F. < 5
.21261	3	.9755	1.252	4 of 8 (50.0%)

Number of Missing or N/A Observations = 101

Table 172
ITEM 340, MEALS ARE SERVED TO CHILDREN SEATED IN SMALL GROUPINGS WITH CARETAKERS, CROSSED WITH TYPE

SMALL MEAL GROUPINGS	STATISTIC	TYPE				ROW TOTAL
		BDC	CDC	PAC	OTHER	
YES	N	112	185	72	4	373
	ROW %	30.0	49.6	19.3	1.1	73.4
	COL %	81.9	98.5	85.8	100.0	
NO	N	74	11	48	2	135
	ROW %	54.8	8.1	35.6	1.5	26.6
	COL %	39.8	5.6	40.0	33.3	
COLUMN TOTAL		186	196	120	6	508
		36.6	38.6	23.6	1.2	100.0

CHI-SQUARE	D.F.	SIGNIFICANCE	MIN. E.F.	CELLS WITH E.F. < 5
71.99905	3	.0000	1.594	2 of 8 (25.0%)

Number of Missing Observations = 5

Table 173
ITEM 340, MEALS ARE SERVED TO CHILDREN SEATED IN SMALL GROUPINGS WITH CARETAKERS, CROSSED WITH LICENSED CAPACITY

SMALL MEAL GROUPINGS	STATISTIC	LICENSED CAPACITY				ROW TOTAL
		35 OR LESS	36-70	71-100	OVER 100	
YES	N	57	131	73	112	373
	ROW %	15.3	35.1	19.6	30.0	73.4
	COL %	86.4	78.0	75.3	63.3	
NO	N	9	37	24	65	135
	ROW %	6.7	27.4	17.8	48.1	26.6
	COL %	13.6	22.0	24.7	36.7	
COLUMN TOTAL		66	168	97	177	508
		13.0	33.1	19.1	34.8	100.0

CHI-SQUARE	D.F.	SIGNIFICANCE	MIN. E.F.	CELLS WITH E.F. < 5
16.95468	3	.0007	17.539	NONE

Number of Missing Observations = 5

Table 174
ITEM 341, INITIAL SERVINGS ARE SMALL, DRINKS ARE OFFERED, AND SECONDS ARE AVAILABLE, CROSSED WITH TYPE

SERVINGS SMALL DRINKS SERVED SECONDS AVAILABLE	STATISTIC	TYPE				ROW TOTAL
		BDC	CDC	PAC	OTHER	
YES	N	149	192	103	6	450
	ROW %	33.1	42.7	22.9	1.3	89.5
	COL %	81.9	98.5	85.8	100.0	
NO	N	33	3	17		53
	ROW %	62.3	5.7	32.1		10.5
	COL %	18.1	1.5	14.2		
	COLUMN TOTAL	182	195	120	6	503
		36.2	38.8	23.9	1.2	100.0

CHI-SQUARE	D.F.	SIGNIFICANCE	MIN. E.F.	CELLS WITH E.F. < 5
30.27102	3	.0000	.632	1 of 8 (12.5%)

Number of Missing Observations = 10

Table 175
ITEM 341, INITIAL SERVINGS ARE SMALL, DRINKS ARE OFFERED AND SECONDS ARE AVAILABLE, CROSSED WITH LICENSED CAPACITY

SERVINGS SMALL DRINKS SERVED SECONDS AVAIL.	STATISTIC	LICENSED CAPACITY				ROW TOTAL
		35 OR LESS	36-70	71-100	OVER 100	
YES	N	62	146	87	155	450
	ROW %	13.8	32.4	19.3	34.4	89.5
	COL %	93.9	88.5	89.7	88.6	
NO	N	4	19	10	20	53
	ROW %	7.5	35.8	18.9	37.7	10.5
	COL %	6.1	11.5	10.3	11.4	
	COLUMN TOTAL	66	165	97	175	503
		13.1	32.8	19.3	34.8	100.0

CHI-SQUARE	D.F.	SIGNIFICANCE	MIN. E.F.	CELLS WITH E.F. < 5
1.72335	3	.6318	6.954	NONE

Number of Missing Observations = 10

Table 176
ITEM 342, CHILDREN ARE NOT HURRIED TO FINISH EATING AND ARE ALLOWED TO ENGAGE IN CONVERSATION DURING MEAL TIME, CROSSED WITH TYPE

CHILDREN NOT HURRIED, CAN TALK DURING MEALS	STATISTIC	TYPE				ROW TOTAL
		BDC	CDC	PAC	OTHER	
YES	N	153	195	111	4	463
	ROW %	33.0	42.1	24.0	0.9	90.6
	COL %	81.0	99.5	92.5	66.7	
NO	N	36	1	9	2	48
	ROW %	75.0	2.1	18.8	4.2	9.4
	COL %	19.0	0.5	7.5	33.3	
	COLUMN TOTAL	189	196	120	6	511
		37.0	38.4	23.5	1.2	100.0

CHI-SQUARE	D.F.	SIGNIFICANCE	MIN. E.F.	CELLS WITH E.F. < 5
43.41566	3	.0000	.564	1 of 8 (12.5%)

Number of Missing Observations = 2

Table 177
ITEM 342, CHILDREN ARE NOT HURRIED TO FINISH EATING AND ARE ALLOWED TO ENGAGE IN CONVERSATION DURING MEAL TIME, CROSSED WITH LICENSED CAPACITY

CHILDREN NOT HURRIED, CAN TALK DURING MEALS	STATISTIC	LICENSED CAPACITY				ROW TOTAL
		35 OR LESS	36-70	71-100	OVER 100	
YES	N	57	160	87	159	463
	ROW %	12.3	34.6	18.8	34.3	90.6
	COL %	86.4	95.2	88.8	88.8	
NO	N	9	8	11	20	48
	ROW %	18.7	16.7	22.9	41.7	9.4
	COL %	13.6	4.8	11.2	11.2	
	COLUMN TOTAL	66	168	98	179	511
		12.9	32.9	19.2	35.0	100.0

CHI-SQUARE	D.F.	SIGNIFICANCE	MIN. E.F.	CELLS WITH E.F. < 5
6.68253	3	.0827	6.200	NONE

Number of Missing Observations = 2

Table 178
ITEM 343, MENUS ARE PLANNED, POSTED, AND SHARED WITH PARENTS, CROSSED WITH TYPE

MENUS PLANNED, POSTED, SHARED WITH PARENTS	STATISTIC	TYPE				ROW TOTAL
		BDC	CDC	PAC	OTHER	
YES	N	157	185	114	4	460
	ROW %	34.1	40.2	24.8	0.9	90.9
	COL %	84.9	94.9	95.0	66.7	
NO	N	28	10	6	2	46
	ROW %	60.9	21.7	13.0	4.3	9.1
	COL %	15.1	5.1	5.0	33.3	
	COLUMN TOTAL	185 36.6	195 38.5	120 23.7	6 1.2	506 100.0

CHI-SQUARE	D.F.	SIGNIFICANCE	MIN. E.F.	CELLS WITH E.F. < 5
18.57963	3	.0003	.545	1 of 8 (12.5%)

Number of Missing Observations = 7

Table 179
ITEM 343, MENUES ARE PLANNED, POSTED, AND SHARED WITH PARENTS, CROSSED WITH LICENSED CAPACITY

MENUS PLANNED POSTED, AND SHARED WITH PARENTS	STATISTIC	LICENSED CAPACITY				ROW TOTAL
		35 OR LESS	36-70	71-100	OVER 100	
YES	N	56	148	88	168	460
	ROW %	12.2	32.2	19.1	36.5	90.9
	COL %	84.8	88.6	91.7	94.9	
NO	N	10	19	8	9	46
	ROW %	21.7	41.3	17.4	19.6	9.1
	COL %	15.2	11.4	8.3	5.1	
	COLUMN TOTAL	66 13.0	167 33.0	96 19.0	177 35.0	506 100.0

CHI-SQUARE	D.F.	SIGNIFICANCE	MIN. E.F.	CELLS WITH E.F. < 5
7.49358	3	.0577	6.000	NONE

Number of Missing Observations = 7

Table 180
ITEM 344, CHILDREN ARE GIVEN THE OPPORTUNITY TO FEED THEMSELVES CONSISTENT WITH THEIR DEVELOPMENTAL LEVELS, CROSSED WITH TYPE

CHILDREN GET , OPPORTUNITY TO FEED THEMSELVES	STATISTIC	TYPE				ROW TOTAL
		BDC	CDC	PAC	OTHER	
YES	N	180	181	120	5	486
	ROW %	37.0	37.2	24.7	1.0	97.8
	COL %	95.7	98.9	100.0	83.3	
NO	N	8	2		1	11
	ROW %	72.7	18.2		9.1	2.2
	COL %	4.3	1.1		16.7	
	COLUMN TOTAL	188	183	120	6	497
		37.8	36.8	24.1	1.2	100.0

CHI-SQUARE	D.F.	SIGNIFICANCE	MIN. E.F.	CELLS WITH E.F. < 5
13.19088	3	.0042	.133	4 of 8 (50.0%)

Number of Missing Observations = 16

Table 181
ITEM 344, CHILDREN ARE GIVEN THE OPPORTUNITY TO FEED THEMSELVES CONSISTENT WITH THEIR DEVELOPMENTAL LEVEL, CROSSED WITH LICENSED CAPACITY

CHILDREN GET OPPORTUNITY TO FEED THEMSELVES	STATISTIC	LICENSED CAPACITY				ROW TOTAL
		35 OR LESS	36-70	71-100	OVER 100	
YES	N	60	156	93	177	486
	ROW %	12.3	32.1	19.1	36.4	97.8
	COL %	93.7	96.9	98.9	99.4	
NO	N	4	5	1	1	11
	ROW %	36.4	45.4	9.1	9.1	2.2
	COL %	6.3	3.1	1.1	0.6	
	COLUMN TOTAL	64	161	94	178	497
		12.9	32.4	18.9	35.8	100.0

CHI-SQUARE	D.F.	SIGNIFICANCE	MIN. E.F.	CELLS WITH E.F. < 5
8.22786	3	.0415	1.416	4 of 8 (50.0%)

Number of Missing Observations = 16

Table 182
ITEM 350, WRITTEN POLICIES DESCRIBE HOURS AND DAYS OF OPERATION, CROSSED WITH TYPE

WRITTEN POLICY ON DAYS AND HOURS	STATISTIC	TYPE				ROW TOTAL
		BDC	CDC	PAC	OTHER	
YES	N	170	186	110	5	471
	ROW %	36.1	39.5	23.4	1.1	93.5
	COL %	91.9	94.9	94.0	83.3	
NO	N	15	10	7	1	33
	ROW %	45.5	30.3	21.2	3.0	6.5
	COL %	8.1	5.1	6.0	16.7	
	COLUMN TOTAL	185	196	117	6	504
		36.7	38.9	23.2	1.2	100.0

CHI-SQUARE	D.F.	SIGNIFICANCE	MIN. E.F.	CELLS WITH E.F. < 5
2.47064	3	.4806	.393	1 of 8 (12.5%)

Number of Missing Observations = 9

Table 183
ITEM 350, WRITTEN POLICIES DESCRIBE HOURS AND DAYS OF OPERATION, CROSSED WITH LICENSED CAPACITY

WRITTEN POLICY ON DAYS AND HOURS	STATISTIC	LICENSED CAPACITY				ROW TOTAL
		35 OR LESS	36-70	71-100	OVER 100	
YES	N	60	155	88	168	471
	ROW %	12.7	32.9	18.7	35.7	93.5
	COL %	90.9	92.8	91.7	96.0	
NO	N	6	12	8	7	33
	ROW %	18.2	36.4	24.2	21.2	6.5
	COL %	19.1	7.2	8.3	4.0	
	COLUMN TOTAL	66	167	96	175	504
		13.1	33.1	19.0	34.7	100.0

CHI-SQUARE	D.F.	SIGNIFICANCE	MIN. E.F.	CELLS WITH E.F. < 5
3.16531	3	.3668	4.321	1 of 8 (12.5%)

Number of Missing Observations = 9

Table 184
ITEM 351, CHILD HEALTH POLICIES ARE DESCRIBED IN WRITING, CROSSED WITH TYPE

WRITTEN POLICY ON CHILD HEALTH	STATISTIC	TYPE				ROW TOTAL
		BDC	CDC	PAC	OTHER	
YES	N	158	174	109	3	444
	ROW %	35.6	39.2	24.5	0.7	87.6
	COL %	84.9	88.8	91.6	50.0	
NO	N	28	22	10	3	63
	ROW %	44.4	34.9	15.9	4.8	12.4
	COL %	15.1	11.2	8.4	50.0	
	COLUMN	186	196	119	6	507
	TOTAL	36.7	38.7	23.5	1.2	100.0

CHI-SQUARE	D.F.	SIGNIFICANCE	MIN. E.F.	CELLS WITH E.F. < 5
10.99410	3	.0118	.746	1 of 8 (12.5%)

Number of Missing Observations = 6

Table 185
ITEM 351, CHILD HEALTH POLICIES ARE DESCRIBED IN WRITING, CROSSED WITH LICENSED CAPACITY

WRITTEN POLICY ON DAYS AND HOURS	STATISTIC	LICENSED CAPACITY				ROW TOTAL
		35 OR LESS	36-70	71-100	OVER 100	
YES	N	48	142	89	165	444
	ROW %	10.8	32.0	20.0	37.2	87.6
	COL %	72.7	84.5	92.7	93.2	
NO	N	18	26	7	12	63
	ROW %	28.6	41.3	11.1	19.0	12.4
	COL %	27.3	15.5	7.3	6.8	
	COLUMN	66	168	96	177	507
	TOTAL	13.0	33.1	18.9	34.9	100.0

CHI-SQUARE	D.F.	SIGNIFICANCE	MIN. E.F.	CELLS WITH E.F. < 5
22.31649	3	.0001	8.201	NONE

Number of Missing Observations = 6

Table 186
ITEM 352, WRITTEN POLICY DESCRIBES FEES, CROSSED WITH TYPE

WRITTEN FEE POLICY	STATISTIC	TYPE				ROW TOTAL
		BDC	CDC	PAC	OTHER	
YES	N	166	173	110	3	452
	ROW %	36.7	38.3	24.3	0.7	88.6
	COL %	88.8	88.3	90.9	50.0	
NO	N	21	23	11	3	58
	ROW %	36.2	39.7	19.0	5.2	11.4
	COL %	11.2	11.7	9.1	50.0	
	COLUMN TOTAL	187	196	121	6	510
		36.7	38.4	23.7	1.2	100.0

CHI-SQUARE	D.F.	SIGNIFICANCE	MIN. E.F.	CELLS WITH E.F. < 5
9.53637	3	.0229	.682	1 of 8 (12.5%)

Number of Missing or N/A Observations = 3

Table 187
ITEM 352, WRITTEN POLICY DESCRIBES FEES, CROSSED WITH LICENSED CAPACITY

WRITTEN FEE POLICY	STATISTIC	LICENSED CAPACITY				ROW TOTAL
		35 OR LESS	36-70	71-100	OVER 100	
YES	N	45	149	92	166	452
	ROW %	10.0	33.0	20.3	36.7	88.6
	COL %	68.2	88.7	94.8	92.7	
NO	N	21	19	5	13	58
	ROW %	36.2	32.8	8.6	22.4	11.4
	COL %	31.8	11.3	5.2	7.3	
	COLUMN TOTAL	66	168	97	179	510
		12.9	32.9	19.0	35.1	100.0

CHI-SQUARE	D.F.	SIGNIFICANCE	MIN. E.F.	CELLS WITH E.F. < 5
34.09413	3	.0000	7.506	NONE

Number of Missing or N/A Observations = 3

Table 188
ITEM 353, COMPLAINT PROCEDURES ARE DESCRIBED IN WRITING, CROSSED WITH TYPE

WRITTEN COMPLAINT PROCEDURES	STATISTIC	TYPE				ROW TOTAL
		BDC	CDC	PAC	OTHER	
YES	N	64	125	44		233
	ROW %	27.5	53.6	18.9		46.1
	COL %	34.6	64.4	36.7		
NO	N	121	69	76	6	272
	ROW %	44.5	25.4	27.9	2.2	53.9
	COL %	65.4	35.6	63.3	100.0	
	COLUMN	185	194	120	6	505
	TOTAL	36.6	38.4	23.8	1.2	100.0

CHI-SQUARE	D.F.	SIGNIFICANCE	MIN. E.F.	CELLS WITH E.F. < 5
45.52005	3	.0000	2.768	2 of 8 (25%

Number of Missing Observations = 8

Table 189
ITEM 353, COMPLAINT PROCEDURES ARE DESCRIBED IN WRITING, CROSSED WITH LICENSED CAPACTIY

WRITTEN COMPLAINT PROCEDURES	STATISTIC	LICENSED CAPACITY				ROW TOTAL
		35 OR LESS	36-70	71-100	OVER 100	
YES	N	25	84	49	75	233
	ROW %	10.7	36.1	21.0	32.2	46.1
	COL %	37.9	50.0	50.5	43.1	
NO	N	41	84	48	99	272
	ROW %	15.1	30.9	17.6	36.4	53.9
	COL %	62.1	50.0	49.5	56.9	
	COLUMN	66	168	97	174	505
	TOTAL	13.1	33.3	19.2	34.5	100.0

CHI-SQUARE	D.F.	SIGNIFICANCE	MIN. E.F.	CELLS WITH E.F. < 5
4.21269	3	.2394	30.451	NONE

Number of Missing Observations = 8

Table 190
ITEM 354, POLICY ON MEAL SERVICES IS WRITTEN, CROSSED WITH TYPE

WRITTEN POLICY ON MEAL SERVICE	STATISTIC	TYPE BDC	CDC	PAC	OTHER	ROW TOTAL
YES	N	157	160	100	2	419
	ROW %	37.5	38.2	23.9	0.5	82.5
	COL %	84.0	82.1	83.3	33.3	
NO	N	30	35	20	4	89
	ROW %	33.7	39.3	22.5	4.5	17.5
	COL %	16.0	17.9	16.7	66.7	
COLUMN TOTAL		187	195	120	6	508
		36.8	38.4	23.5	1.2	100.0

CHI-SQUARE	D.F.	SIGNIFICANCE	MIN. E.F.	CELLS WITH E.F. < 5
10.39679	3	.0155	1.051	2 of 8 (25%)

Number of Missing Observations = 5

Table 191
ITEM 354, POLICY ON MEAL SERVICES IS WRITTEN, CROSSED WITH LICENSED CAPACITY

WRITTEN COMPLAINT PROCEDURES	STATISTIC	LICENSED CAPACITY 35 OR LESS	36-70	71-100	OVER 100	ROW TOTAL
YES	N	42	135	85	157	419
	ROW %	10.0	32.2	20.3	37.5	82.5
	COL %	63.6	80.4	89.5	87.3	
NO	N	24	33	10	22	89
	ROW %	27.0	37.1	11.2	24.7	17.5
	COL %	36.4	19.6	10.5	12.3	
COLUMN TOTAL		66	168	95	179	508
		13.0	33.1	18.7	35.2	100.0

CHI-SQUARE	D.F.	SIGNIFICANCE	MIN. E.F.	CELLS WITH E.F. < 5
23.34512	3	.0000	11.563	NONE

Number of Missing Observations = 5

Table 192
ITEM 355, POLICY ON DISCIPLINE IS WRITTEN, CROSSED WITH CENTER TYPE

WRITTEN POLICY ON DISCIPLINE	STATISTIC	CENTER TYPE				ROW TOTAL
		BDC	CDC	PAC	OTHER	
YES	N	113	130	83	2	328
	ROW %	34.5	39.6	25.3	0.6	65.2
	COL %	61.7	67.0	69.2	33.3	
NO	N	70	64	37	4	175
	ROW %	40.0	36.6	21.1	2.3	34.8
	COL %	38.3	33.0	30.8	66.7	
	COLUMN	183	194	120	6	503
	TOTAL	36.4	38.6	23.9	1.2	100.0

CHI-SQUARE	D.F.	SIGNIFICANCE	MIN. E.F.	CELLS WITH E.F. < 5
4.75898	3	.1903	2.087	2 of 8 (25%)

Number of Missing Observations = 10

Table 193
ITEM 355, POLICY ON DISCIPLINE IS WRITTEN, CROSSED WITH LICENSED CAPACITY

WRITTEN COMPLAINT PROCEDURES	STATISTIC	LICENSED CAPACITY				ROW TOTAL
		35 OR LESS	36-70	71-100	OVER 100	
YES	N	33	98	62	135	328
	ROW %	10.1	29.9	18.9	41.2	65.2
	COL %	50.0	58.7	64.6	77.6	
NO	N	33	69	34	39	175
	ROW %	18.9	39.4	19.4	22.3	34.8
	COL %	50.0	41.3	35.4	22.4	
	COLUMN	66	167	96	174	503
	TOTAL	13.1	33.2	19.1	34.6	100.0

CHI-SQUARE	D.F.	SIGNIFICANCE	MIN. E.F.	CELLS WITH E.F. < 5
21.63067	3	.0001	22.962	NONE

Number of Missing Observations = 10

Table 194
ITEM 356, POLICY ON CLOTHING IS WRITTEN, CROSSED WITH TYPE

WRITTEN POLICY ON CLOTHING	STATISTIC	TYPE BDC	CDC	PAC	OTHER	ROW TOTAL
YES	N	146	156	99	3	404
	ROW %	36.1	38.6	24.5	0.7	79.5
	COL %	78.9	79.6	81.8	50.0	
NO	N	39	40	22	3	104
	ROW %	37.5	38.5	21.2	2.9	20.5
	COL %	21.1	20.4	18.2	50.0	
	COLUMN TOTAL	185 36.4	196 38.6	121 23.8	6 1.2	508 100.0

CHI-SQUARE	D.F.	SIGNIFICANCE	MIN. E.F.	CELLS WITH E.F. < 5
3.64560	3	.3024	1.228	2 of 8 (25%)

Number of Missing Observations = 5

Table 195
ITEM 356, POLICY ON CLOTHING IS WRITTEN, CROSSED WITH LICENSED CAPACITY

WRITTEN POLICY ON CLOTHING	STATISTIC	LICENSED CAPACITY 35 OR LESS	36-70	71-100	OVER 100	ROW TOTAL
YES	N	41	131	81	151	404
	ROW %	10.2	32.4	20.0	37.4	79.5
	COL %	62.1	78.0	83.5	85.3	
NO	N	25	37	16	26	104
	ROW %	24.0	35.6	15.4	25.0	20.5
	COL %	37.9	22.0	16.5	14.7	
	COLUMN TOTAL	66 13.0	168 33.1	97 19.1	177 34.8	508 100.0

CHI-SQUARE	D.F.	SIGNIFICANCE	MIN. E.F.	CELLS WITH E.F. < 5
17.10898	3	.0007	13.512	NONE

Number of Missing Observations = 5

Table 196
ITEM 357, POLICY ON ABSENCES IS WRITTEN, CROSSED WITH TYPE

WRITTEN POLICY ON ABSENCES	STATISTIC	TYPE				ROW TOTAL
		BDC	CDC	PAC	OTHER	
YES	N	159	153	95		407
	ROW %	39.1	37.6	23.3		80.0
	COL %	85.0	78.1	79.2		
NO	N	28	43	25	6	102
	ROW %	27.5	42.2	24.5	5.9	20.0
	COL %	15.0	21.9	20.8	100.0	
	COLUMN TOTAL	187	196	120	6	509
		36.7	38.5	23.6	1.2	100.0

CHI-SQUARE	D.F.	SIGNIFICANCE	MIN. E.F.	CELLS WITH E.F. < 5
27.42488	3	.0000	1.202	2 of 8 (25%)

Number of Missing Observations = 4

Table 197
ITEM 357, POLICY ON ABSENCES IS WRITTEN, CROSSED WITH LICENSED CAPACITY

WRITTEN POLICY ON ABSENCES	STATISTIC	LICENSED CAPACITY				ROW TOTAL
		35 OR LESS	36-70	71-100	OVER 100	
YES	N	38	128	85	156	407
	ROW %	9.3	31.4	20.9	38.3	80.0
	COL %	57.6	76.2	87.6	87.6	
NO	N	28	40	12	22	102
	ROW %	27.5	39.2	11.8	21.6	20.0
	COL %	42.4	23.8	12.4	12.4	
	COLUMN TOTAL	66	168	97	178	509
		13.0	33.0	19.1	35.0	100.0

CHI-SQUARE	D.F.	SIGNIFICANCE	MIN. E.F.	CELLS WITH E.F. < 5
32.24100	3	.0000	13.226	NONE

Number of Missing Observations = 4

Table 198
ITEM 358, POLICY ON PARENT CONFERENCES IS WRITTEN, CROSSED WITH TYPE

WRITTEN POLICY ON PARENT CONFERENCES	STATISTIC	TYPE BDC	CDC	PAC	OTHER	ROW TOTAL
YES	N	122	166	90		378
	ROW %	32.3	43.9	23.8		74.4
	COL %	65.2	85.6	74.4		
NO	N	65	28	31	3	130
	ROW %	50.0	21.5	23.8	4.6	25.6
	COL %	34.8	14.4	25.6	100.0	
	COLUMN	187	194	121	6	508
	TOTAL	36.8	38.2	23.8	1.2	100.0

CHI-SQUARE	D.F.	SIGNIFICANCE	MIN. E.F.	CELLS WITH E.F. < 5
38.38533	3	.0000	1.535	2 of 8 (25%)

Number of Missing Observations = 5

Table 199
ITEM 358, POLICY PARENT CONFERENCES IS WRITTEN CROSSED WITH LICENSED CAPACITY

WRITTEN POLICY ON PARENT CONFERENCES	STATISTIC	LICENSED CAPACITY 35 OR LESS	36-70	71-100	OVER 100	ROW TOTAL
YES	N	39	125	71	143	378
	ROW %	10.3	33.1	18.8	37.8	74.4
	COL %	59.1	74.9	74.0	79.9	
NO	N	27	42	25	36	130
	ROW %	20.8	32.3	19.2	27.7	25.6
	COL %	40.9	25.1	26.0	20.1	
	COLUMN	66	167	96	179	508
	TOTAL	13.0	32.9	18.9	35.2	100.0

CHI-SQUARE	D.F.	SIGNIFICANCE	MIN. E.F.	CELLS WITH E.F. < 5
10.98244	3	.0118	16.890	NONE

Number of Missing Observations = 5

Table 200
ITEM 359, FACILITY MAINTAINS A CURRENT BULLETIN BOARD, CROSSED WITH TYPE

CURRENT BULLETIN BOARD	STATISTIC	TYPE				ROW TOTAL
		BDC	CDC	PAC	OTHER	
YES	N	142	180	112	2	436
	ROW %	32.6	41.3	25.7	0.5	85.5
	COL %	75.5	91.8	93.3	33.3	
NO	N	46	16	8	4	74
	ROW %	62.2	21.6	10.8	5.4	14.5
	COL %	24.5	8.2	6.7	66.7	
	COLUMN TOTAL	188	196	120	6	510
		36.9	38.4	23.5	1.2	100.0

CHI-SQUARE	D.F.	SIGNIFICANCE	MIN. E.F.	CELLS WITH E.F. < 5
40.50307	3	.0000	.871	1 of 8 (12.5%)

Number of Missing Observations = 3

Table 201
ITEM 359, FACILITY MAINTAINS A CURRENT BULLETIN BOARD, CROSSED WITH CENTER TYPE

CURRENT BULLETIN BOARD	STATISTIC	LICENSED CAPACITY				ROW TOTAL
		35 OR LESS	36-70	71-100	OVER 100	
YES	N	48	140	83	165	436
	ROW %	11.0	32.1	19.0	37.8	85.5
	COL %	72.7	82.8	85.6	92.7	
NO	N	18	29	14	13	74
	ROW %	24.3	39.2	18.9	17.6	14.5
	COL %	27.3	17.2	14.4	7.3	
	COLUMN TOTAL	66	169	97	178	510
		12.9	33.1	19.0	34.9	100.0

CHI-SQUARE	D.F.	SIGNIFICANCE	MIN. E.F.	CELLS WITH E.F. < 5
17.07631	3	.0007	9.576	NONE

Number of Missing Observations = 3

Table 202

ITEM 360, FACILITY HAS OPEN INVITATIONS TO PARENTS IN POLICY STATEMENTS, CROSSED WITH TYPE

OPEN INVITATIONS TO PARENTS	STATISTIC	TYPE				ROW TOTAL
		BDC	CDC	PAC	OTHER	
YES	N	145	138	79	1	363
	ROW %	39.9	38.0	21.8	0.3	71.6
	COL %	78.0	71.1	65.3	16.7	
NO	N	41	56	42	5	144
	ROW %	28.5	38.9	29.2	3.5	28.4
	COL %	22.0	28.9	34.7	85.3	
	COLUMN TOTAL	186	194	121	6	507
		36.7	38.3	23.9	1.2	100.0

CHI-SQUARE	D.F.	SIGNIFICANCE	MIN. E.F.	CELLS WITH E.F. < 5
14.99036	3	.0018	1.704	2 of 8 (25.0%)

Number of Missing or N/A Observations = 6

Table 203

ITEM 360, FACILITY HAS OPEN INVITATIONS TO PARENTS IN POLICY STATEMENTS, CROSSED WITH LICENSED CAPACITY

OPEN INVITATIONS TO PARENTS	STATISTIC	LICENSED CAPACITY				ROW TOTAL
		35 OR LESS	36-70	71-100	OVER 100	
YES	N	36	114	69	144	363
	ROW %	9.9	31.4	19.0	39.7	71.6
	COL %	55.4	67.9	71.9	80.9	
NO	N	29	54	27	34	144
	ROW %	20.1	37.5	18.7	23.6	28.4
	COL %	44.6	32.1	28.1	19.1	
	COLUMN TOTAL	65	168	96	178	507
		12.8	33.1	18.9	35.1	100.0

CHI-SQUARE	D.F.	SIGNIFICANCE	MIN. E.F.	CELLS WITH E.F. < 5
17.13428	3	.0007	18.462	NONE

Number of Missing or N/A Observations = 6

Table 204
ITEM 361, PARENTS ARE PERIODICALLY INVITED TO SPECIAL OCCASIONS OR EVENTS, CROSSED WITH TYPE

PARENTS INVITED TO SPECIAL EVENTS	STATISTIC	TYPE				ROW TOTAL
		BDC	CDC	PAC	OTHER	
YES	N	169	194	109	2	474
	ROW %	35.7	40.9	23.0	0.4	93.1
	COL %	90.9	99.0	90.1	33.3	
NO	N	17	2	12	4	35
	ROW %	48.6	5.7	34.3	11.4	6.9
	COL %	9.1	1.0	9.9	66.7	
	COLUMN TOTAL	186	196	121	6	509
		36.5	38.5	23.8	1.2	100.0

CHI-SQUARE	D.F.	SIGNIFICANCE	MIN. E.F.	CELLS WITH E.F. < 5
47.22866	3	.0000	.413	1 of 8 (12.5%)

Number of Missing or N/A Observations = 4

Table 205
ITEM 361, PARENTS ARE PERIODICALLY INVITED TO SPECIAL OCCASIONS OR EVENTS CROSSED WITH LICENSED CAPACITY

PARENTS INVITED TO SPECIAL EVENTS	STATISTIC	LICENSED CAPACITY				ROW TOTAL
		35 OR LESS	36-70	71-100	OVER 100	
YES	N	59	153	95	167	474
	ROW %	12.4	32.3	20.0	35.2	93.1
	COL %	90.8	90.5	97.9	93.8	
NO	N	6	16	2	11	35
	ROW %	17.1	45.7	5.7	31.4	6.9
	COL %	9.2	9.5	2.1	6.2	
	COLUMN TOTAL	65	169	97	178	509
		12.8	33.2	19.1	35.0	100.0

CHI-SQUARE	D.F.	SIGNIFICANCE	MIN. E.F.	CELLS WITH E.F. < 5
5.98075	3	.1126	4.470	1 of 8 (12.5%)

Number of Missing or N/A Observations = 4

Table 206
ITEM 362, FACILITY HAS PARENT MEETINGS, CROSSED WITH TYPE

PARENT MEETINGS	STATISTIC	TYPE				ROW TOTAL
		BDC	CDC	PAC	OTHER	
YES	N	85	155	52		292
	ROW %	29.1	53.1	17.8		57.4
	COL %	45.5	79.1	43.3		
NO	N	102	41	68	6	217
	ROW %	47.0	18.9	31.3	2.8	42.6
	COL %	54.5	20.9	56.7	100.0	
	COLUMN	187	196	120	6	509
	TOTAL	36.7	38.5	23.6	1.2	100.0

CHI-SQUARE	D.F.	SIGNIFICANCE	MIN. E.F.	CELLS WITH E.F. < 5
66.37492	3	.0000	2.558	2 of 8 (25.0%)

Number of Missing or N/A Observations = 4

Table 207
ITEM 362, FACILITY HAS PARENT MEETINGS, CROSSED WITH LICENSED CAPACITY

PARENT MEETINGS	STATISTIC	LICENSED CAPACITY				ROW TOTAL
		35 OR LESS	36-70	71-100	OVER 100	
YES	N	26	117	52	97	292
	ROW %	8.9	40.1	17.8	33.2	57.4
	COL %	39.4	69.2	53.6	54.8	
NO	N	40	52	45	80	217
	ROW %	18.4	24.0	20.7	36.9	42.6
	COL %	60.6	30.8	46.4	45.2	
	COLUMN	66	169	97	177	509
	TOTAL	13.0	33.2	19.1	34.8	100.0

CHI-SQUARE	D.F.	SIGNIFICANCE	MIN. E.F.	CELLS WITH E.F. < 5
19.47947	3	.0002	28.138	NONE

Number of Missing or N/A Observations = 4

Table 208
ITEM 363, FACILITY SHARES INFORMATION ABOUT CHILD'S ADJUSTMENT WITH PARENTS, CROSSED WITH TYPE

SHARES ADJUSTMENT INFORMATION	STATISTIC	TYPE				ROW TOTAL
		BDC	CDC	PAC	OTHER	
YES	N	174	195	112	4	485
	ROW %	35.9	40.2	23.1	0.8	95.1
	COL %	93.0	99.5	92.6	66.7	
NO	N	13	1	9	2	25
	ROW %	52.0	4.0	36.0	8.0	4.9
	COL %	7.0	0.5	7.4	33.3	
	COLUMN TOTAL	187 36.7	196 38.4	121 23.7	6 1.2	510 100.0

CHI-SQUARE	D.F.	SIGNIFICANCE	MIN. E.F.	CELLS WITH E.F. < 5
21.86863	3	.0001	.294	1 of 8 (12.5%)

Number of Missing or N/A Observations = 3

Table 209
ITEM 363, FACILITY SHARES INFORMATION ABOUT CHILD'S ADJUSTMENT WITH PARENTS, CROSSED WITH LICENSED CAPACITY

SHARES ADJUSTMENT INFORMATION	STATISTIC	LICENSED CAPACITY				ROW TOTAL
		35 OR LESS	36-70	71-100	OVER 100	
YES	N	60	162	94	169	485
	ROW %	12.4	33.4	19.4	34.8	95.1
	COL %	90.9	95.9	96.9	94.9	
NO	N	6	7	3	9	25
	ROW %	24.0	28.0	12.0	36.0	4.9
	COL %	9.1	4.1	3.1	5.1	
	COLUMN TOTAL	66 12.9	169 33.1	97 19.0	178 34.9	510 100.0

CHI-SQUARE	D.F.	SIGNIFICANCE	MIN. E.F.	CELLS WITH E.F. < 5
3.38387	3	.3361	3.235	2 of 8 (25.0%)

Number of Missing or N/A Observations = 3

Table 210
ITEM 364, FACILITY HAS PARENT PARTICIPATION WORK DAYS, CROSSED WITH TYPE

PARENT PARTICIPATION WORK DAYS	STATISTIC	TYPE				ROW TOTAL
		BDC	CDC	PAC	OTHER	
YES	N	27	50	21		98
	ROW %	27.6	51.0	21.4		19.4
	COL %	14.7	25.5	17.5		
NO	N	157	146	99	6	408
	ROW %	38.5	35.8	24.3	1.5	80.6
	COL %	85.3	74.5	82.5	100.0	
	COLUMN	184	196	120	6	506
	TOTAL	36.4	38.7	23.7	1.2	100.0

CHI-SQUARE	D.F.	SIGNIFICANCE	MIN. E.F.	CELLS WITH E.F. < 5
9.04054	3	.0288	1.162	2 of 8 (25%)

Number of Missing Observations = 7

Table 211
ITEM 364, FACILITY HAS PARENT PARTICIPATION WORK DAYS, CROSSED WITH LICENSED CAPACITY

PARENT PARTICIPATION WORK DAYS	STATISTIC	LICENSED CAPACITY				ROW TOTAL
		35 OR LESS	36-70	71-100	OVER 100	
YES	N	9	38	20	31	98
	ROW %	9.2	38.8	20.4	31.6	19.4
	COL %	13.8	22.6	21.1	17.4	
NO	N	56	130	75	147	408
	ROW %	13.7	31.9	18.4	36.0	80.6
	COL %	86.2	77.4	78.9	82.6	
	COLUMN	65	168	95	178	506
	TOTAL	12.8	33.2	18.8	35.2	100.0

CHI-SQUARE	D.F.	SIGNIFICANCE	MIN. E.F.	CELLS WITH E.F. < 5
3.01320	3	.3896	12.589	NONE

Number of Missing Observations = 7

Table 212
ITEM 365, FACILITY EMPLOYS SOME OTHER PARENT PARTICIPATION METHOD, CROSSED WITH TYPE

OTHER PARENT PARTICIPATION METHOD	STATISTIC	TYPE BDC	 CDC	 PAC	 OTHER	ROW TOTAL
YES	N	94	129	57		280
	ROW %	33.6	46.1	20.4		55.4
	COL %	50.5	66.5	47.9		
NO	N	92	65	62	6	225
	ROW %	40.9	28.9	27.6	2.7	44.6
	COL %	49.5	33.5	52.1	100.0	
	COLUMN	186	194	119	6	505
	TOTAL	36.8	38.4	23.6	1.2	100.0

CHI-SQUARE	D.F.	SIGNIFICANCE	MIN. E.F.	CELLS WITH E.F. < 5
21.61124	3	.0001	2.673	2 of 8 (25.0%)

Number of Missing or N/A Observations = 8

Table 213
ITEM 365, FACILITY EMPLOYS SOME OTHER PARENT PARTICIPATION METHOD, CROSSED WITH LICENSED CAPACITY

OTHER PARENT PARTICIPATION METHOD	STATISTIC	LICENSED CAPACITY 35 OR LESS	 36-70	 71-100	 OVER 100	ROW TOTAL
YES	N	26	104	55	95	280
	ROW %	9.3	37.1	19.6	33.9	55.4
	COL %	39.4	62.3	57.9	53.7	
NO	N	40	63	40	82	225
	ROW %	17.8	28.0	17.8	36.4	44.6
	COL %	60.6	37.7	42.1	46.3	
	COLUMN	66	167	95	177	505
	TOTAL	13.1	33.1	18.8	35.0	100.0

CHI-SQUARE	D.F.	SIGNIFICANCE	MIN. E.F.	CELLS WITH E.F. < 5
10.49315	3	.0148	29.406	NONE

Number of Missing or N/A Observations = 8

Table 214
ITEM 366, FACILITY EXPLAINS HOW IT COMMUNICATES WITH PARENTS WITH LIMITED ENGLISH, CROSSED WITH TYPE

EXPLAINS COMMUNICATION WITH PARENTS WITH LIMITED ENGLISH	STATISTIC	TYPE				ROW TOTAL
		BDC	CDC	PAC	OTHER	
YES	N	134	162	98	2	396
	ROW %	33.8	40.9	24.7	0.5	83.2
	COL %	84.8	83.1	83.8	33.3	
NO	N	24	33	19	4	80
	ROW %	30.0	41.3	23.8	5.0	16.8
	COL %	15.2	16.9	16.2	66.7	
	COLUMN	158	195	117	6	476
	TOTAL	33.2	41.0	24.6	1.3	100.0

CHI-SQUARE	D.F.	SIGNIFICANCE	MIN. E.F.	CELLS WITH E.F. < 5
10.99225	3	.0118	1.008	2 of 8 (25%)

Number of Missing Observations = 37

Table 215
ITEM 366, FACILITY EXPLAINS HOW IT COMMUNICATES WITH PARENTS WITH LIMITED ENGLISH, CROSSED WITH LICENSED CAPACITY

EXPLAINS COMMUNICATION WITH PARENTS WITH LIMITED ENGLISH	STATISTIC	LICENSED CAPACITY				ROW TOTAL
		35 OR LESS	36-70	71-100	OVER 100	
YES	N	50	124	84	138	396
	ROW %	12.6	31.3	21.2	34.8	83.2
	COL %	76.9	76.1	91.3	88.5	
NO	N	15	39	8	18	80
	ROW %	18.8	48.8	10.0	22.5	16.8
	COL %	23.1	23.9	8.7	11.5	
	COLUMN	65	165	92	156	476
	TOTAL	13.7	34.2	19.3	32.8	100.0

CHI-SQUARE	D.F.	SIGNIFICANCE	MIN. E.F.	CELLS WITH E.F. < 5
15.16245	3	.0017	10.924	NONE

Number of Missing Observations = 37

Table 216
MINUTES IN DATA COLLECTION BY CENTER TYPE

	MINUTES IN DATA COLLECTION		
CENTER TYPE	Mean	S.D.	N
BDC	360.26	83.82	189
CDC	348.01	126.18	195
PAC	361.74	115.35	121
OTHER	252.50	24.03	6
TOTAL	354.67	109.30	511

Number of Missing Cases = 2 (0.4%)

ANALYSIS OF VARIANCE

Source	Sum of Squares	D.F.	Mean Square	F	Significance
Between Groups	83250.3031	3	27750.1010	2.3412	.0725
Within Groups	6009518.8045	507	11853.0943		

Table 217
MINUTES IN DATA COLLECTION BY LICENSED CAPACITY

	MINUTES IN DATA COLLECTION		
LICENSED CAPACITY	Mean	S.D.	N
35 or less	309.15	115.71	65
36 - 70	330.85	114.00	168
71 - 100	354.95	92.77	98
Over 100	393.19	98.41	180
TOTAL	354.67	109.30	511

Number of Missing Cases = 2 (0.4%)

ANALYSIS OF VARIANCE

Source	Sum of Squares	D.F.	Mean Square	F	Significance
Between Groups	497096.3472	3	165698.7824	15.0133	.0000
Within Groups	5595672.7604	507	11036.8299		

TABLE 1
LICENSED CAPACITY BY DAY HOME TYPE

Day Home Type	Mean	S.D.	N
BDH	5.41	1.73	98
CDH	5.47	1.10	74
PDH	5.96	1.34	27
Total	5.51	1.48	199

Analysis of Variance

Source	Sum of Squares	D.F.	Mean Square	F	Significance
Between Groups	6.6563	2	3.3282	1.5274	.2197
Within Groups	427.0824	196	2.1790		

Missing Cases = 0

FOR TOTAL SAMPLE: Median = 6
Mode = 6
Minimum = 2
Maximum = 12

TABLE 2
TOTAL ENROLLMENT BY DAY HOME TYPE

Day Home Type	Mean	S.D.	N
BDH	4.11	1.46	98
CDH	4.89	1.50	74
PDH	4.56	1.89	27
Total	4.46	1.58	199

Analysis of Variance

Source	Sum of Squares	D.F.	Mean Square	F	Significance
Between Groups	25.9002	2	12.9501	5.4519	.0050
Within Groups	465.5671	196	2.3753		

Missing Cases = 0

FOR TOTAL SAMPLE: Median = 5
Mode = 5
Minimum = 1
Maximum = 10

TABLE 3

TOTAL ENROLLMENT VERSUS LICENSED CAPACITY IN THE DAY HOMES SAMPLE

DAY HOME TYPE	DAY HOMES Under Capacity N	 %	 At Capacity N	 %	 Over Capacity N	 %	Total N	%
BDH	52	53.1	45	45.9	1	1.0	98	100.0
CDH	34	46.0	30	40.5	10	13.5	74	100.0
PDH	18	66.7	6	22.2	3	11.1	27	100.0
TOTAL	104	52.3	81	40.7	14	7.0	199	100.0

TABLE 4

PERCENT OF CAPACITY ((TOTAL ENROLLMENT/LICENSED CAPACITY)*100) WHICH IS ENROLLED, BY DAY HOME TYPE

Day Home Type	Mean	S.D.	N
BDH	78.98	25.21	98
CDH	91.19	27.79	74
PDH	77.10	27.85	27
Total	83.27	27.12	199

Analysis of Variance

Source	Sum of Squares	D.F.	Mean Square	F	Significance
Between Groups	7478.2982	2	3739.1491	5.3041	.0057
Within Groups	138170.8084	190	704.9531		

Missing Cases = 0

FOR TOTAL SAMPLE: Median = 83.33
Mode = 100.00
Minimum = 16.67
Maximum = 200.00

TABLE 5

AMOUNT OF UNDER-ENROLLMENT (LICENSED CAPACITY - TOTAL ENROLLMENT) IN THE 104 UNDER-ENROLLED DAY HOMES

Day Home Type	Number of Day Homes	Total Number of Unfilled Slots
BDH	52	128
CDH	34	63
PDH	18	41
TOTAL	104	232

Mean Under-Enrollment = 2.23
S.D. = 1.52
N = 104
Minimum = 1
Maximum = 9

TABLE 6
NUMBER AND PERCENT OF CHILDREN IN CARE IN DAY HOMES BY AGE GROUP AND DAY HOME TYPE (ITEMS 52-56)

AGE GROUP	DAY HOME TYPE							
	BDH		CDH		PDH		TOTAL	
	N	%	N	%	N	%	N	%
0 - 11 months	36	8.7	37	10.3	13	10.6	86	9.6
12 - 17 months	53	12.7	59	16.4	25	20.3	137	15.2
18 - 35 months	145	34.9	143	39.7	43	35.0	331	36.8
3 - 5 years	152	36.5	89	24.7	25	20.3	266	29.6
6 yrs. and older	30	7.2	32	8.9	17	13.8	79	8.8
ALL AGE GROUPS	416	100.0	360	100.0	123	100.0	899	100.0

TABLE 7
NUMBER AND PERCENT OF DAY HOMES WITH CHILDREN IN CARE AT EACH AGE GROUP BY DAY HOME TYPE

AGE GROUP	DAY HOME TYPE							
	BDH (N = 98)		CDH (N = 74)		PDH (N = 27)		ALL TYPES (N = 199)	
	N	%	N	%	N	%	N	%
0 - 11 months	30	30.6	34	45.9	12	44.4	76	38.2
12 - 17 months	39	39.8	41	55.4	16	59.3	96	48.2
18 - 35 months	180	81.6	63	85.1	22	81.5	165	82.9
3 - 5 years	70	71.4	44	59.5	18	66.7	132	66.3
6 yrs. and older	16	16.3	20	27.0	10	37.0	46	23.1

TABLE 8

PERCENT TITLE XX ENROLLMENT ((TITLE XX ENROLLMENT/TOTAL ENROLLMENT)*100)
BY DAY HOME TYPE

Day Home Type	Mean	S.D.	N
BDH	88.26	27.33	98
CDH	85.36	31.20	74
PDH	51.37	41.29	27
Total	82.18	33.17	199

Analysis of Variance

Source	Sum of Squares	D.F.	Mean Square	F	Significance
Between Groups	30007.3301	2	15003.6651	15.6543	.0000
Within Groups	187853.2406	196	958.4349		

Missing Cases = 0

FOR TOTAL SAMPLE: Median = 100
Mode = 100
Minimum = 0
Maximum = 100

TABLE 9

TITLE XX ENROLLMENT BY DAY HOME TYPE

Day Home Type	Mean	S.D.	N
BDH	3.53	1.56	98
CDH	4.04	1.77	79
PDH	2.15	1.68	27
Total	3.53	1.75	199

Analysis of Variance

Source	Sum of Squares	D.F.	Mean Square	F	Significance
Between Groups	70.8437	2	35.4219	12.8880	.0000
Within Groups	538.6939	196	2.7484		

Missing Cases = 0

FOR TOTAL SAMPLE: Median = 4
Mode = 5
Minimum = 0
Maximum = 8

TABLE 10

UNFILLED SLOTS BY REGION FOR THE 104 UNNDER-ENROLLED DAY HOMES

Region	Number of Under-Enrolled Day Homes	Total Number of Unfilled Slots	Percent of Total Unfilled Slots (232)
01	0	0	0.0
02	0	0	0.0
03	13	45	19.4
04	3	4	1.7
05	40	74	31.9
06	4	6	2.6
07	0	0	0.0
08	13	33	14.2
09	0	0	0.0
10	1	2	0.9
11	30	68	29.3
12	0	0	0.0
Total	104	232	100.0

TABLE 11

AMOUNT OF OVER-ENROLLMENT (TOTAL ENROLLMENT - LICENSED CAPACITY) IN THE 14 OVER-ENROLLED DAY HOMES

Day Home Type	Number of Day Homes	Total Number of Over-Enrolled Slots
BDH	1	1
CDH	10	20
PDH	3	3
TOTAL	14	24

Mean Over-Enrollment = 1.71
S.D. = 1.14
N = 14
Minimum = 1
Maximum = 4

TABLE 12

BLENDED UNIT RATE BY DAY HOME TYPE

Day Home Type	Mean	S.D.	N
BDH	10.32	1.43	95
CDH	8.15	2.52	74
PDH	8.85	5.33	27
Total	9.30	2.86	196

Analysis of Variance

Source	Sum of Squares	D.F.	Mean Square	F	Significance
Between Groups	201.1065	2	100.5533	13.9379	.0000
Within Groups	1392.3793	193	7.2144		

Missing Cases = 3 (1.5%)

FOR TOTAL SAMPLE: Median = 9.27
Mode = 9.00
Minimum = 5.00
Maximum = 35.00

TABLE 13

NUMBER OF CAREGIVERS BY DAY HOME TYPE

Day Home Type	Mean	S.D.	N
BDH	1.01	0.10	97
CDH	1.04	0.26	74
PDH	1.07	0.27	27
Total	1.03	0.20	198

Analysis of Variance

Source	Sum of Squares	D.F.	Mean Square	F	Significance
Between Groups	.0983	2	.0491	1.2410	.2914
Within Groups	7.7199	195	.0396		

Missing Cases = 1 (0.5%)

FOR TOTAL SAMPLE: Median = 1
Mode = 1
Minimum = 1
Maximum = 3

TABLE 14

CAREGIVER EXPERIENCE WORKING CHILDREN WITH OTHER THAN OWN CHILDREN BY TYPE OF HOME

	TYPE OF HOME							
	BDH		CDH		PDH		ALL TYPES	
Amount of Experience	No.	%	No.	%	No.	%	No.	%
5 Months or longer	91	92.9	71	95.9	20	100.0	189	95.0
Less than 6 months	7	7.1	3	4.1	--	--	10	5.0
						Total	199	100.0

TABLE 15

DAY HOMES ITEM 34, TRAINING HOURS ACQUIRED DURING FIRST SIX MONTHS,* BY DAY HOME TYPE

Day Home Type	Mean	S.D.	N
BDH	10.64	6.26	85
CDH	16.55	10.10	55
PDH	11.55	8.40	22
Total	12.77	8.45	162

Analysis of Variance

Source	Sum of Squares	D.F.	Mean Square	F	Significance
Between Groups	1204.3014	2	602.1507	9.3055	.0002
Within Groups	10288.7850	159	64.7093		

Missing Cases = 37 (18.6%)

FOR TOTAL SAMPLE: Median = 9
Mode = 6
Minimum = 1
Maximum = 47

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* Includes only non-zero, non-blank responses.

TABLE 16

ITEM 35, SUPERVISOR FOR SPONSORING AGENCY MEETS ONE OF THE SPECIFIED EDUCATION/EXPERIENCE CRITERIA

TYPE HOMES

	BDH		CDH		PDH		ALL TYPES	
CRITERIA	No.	%	No.	%	No.	%	No.	%
Associate or Higher Degree in Child Development/Early Child hood Education (CD/ECE)	30	30.9	4	5.4	1	3.8	35	17.8
Two years paid experience working under trained supervisor, etc.	7	7.2	11	14.9			18	9.1
Twelve semester hours OF CD/ECE or equivalent	35	36.1	5	6.8			40	20.3
Six semester hours CD/ECE or equivalent	7	7.2	20	27.0			27	13.7
Not Applicable	18	18.6	34	45.9	25	96.2	77	39.1
Column Total	97	100.0	74	100.0	26	100.0	197	100.0

TABLE 17

ITEM 41, CAREGIVER PARTICIPATION IN TRAINING WHICH MET LICENSING STANDARDS

Home Type

MEASURE	BDH		CDH		PDH		ALL TYPES	
	No.	%	No.	%	No.	%	No.	%
Training Participation met Licencing Standard	77	78.6	66	89.2	10	37.0	153	76.9
Training Participation Bid Not Meet Licensing Standards	3	3.1	8	10.8	1	3.7	12	6.0
Not Applicable	18	18.4			16	59.3	34	17.1
Total	98	100.0	74	100.0	27	100.0	199	100.0

TABLE 18

DAY HOMES ITEM 42, TOTAL HOURS OF TRAINING RECEIVED WHICH MET LICENSING STANDARDS,* BY DAY HOME TYPE

Day Home Type	Mean	S.D.	N
BDH	12.39	10.07	90
CDH	30.98	23.93	66
PDH	17.48	20.36	23
Total	19.90	19.64	179

Analysis of Variance

Source	Sum of Squares	D.F.	Mean Square	F	Significance
Between Groups	13322.0771	2	6661.0385	21.1790	.0000
Within Groups	55354.1129	176	314.5120		

Missing Cases = 20 (10.1%)

FOR TOTAL SAMPLE: Median = 15
Mode = 15
Minimum = 1
Maximum = 99

---

* Includes only non-zero, non-blank responses.

TABLE 19

GROSS CHILD-CAREGIVER RATIO (TOTAL ENROLLMENT/NUMBER OF CAREGIVERS), BY DAY HOME TYPE

Day Home Type	Mean	S.D.	N
BDH	4.06	1.41	97
CDH	4.79	1.50	74
PDH	4.35	1.92	27
Total	4.37	1.55	198

Analysis of Variance

Source	Sum of Squares	D.F.	Mean Square	F	Significance
Between Groups	22.0269	2	11.0134	4.7425	.0097
Within Groups	452.8430	195	2.3223		

Missing Cases = 1 (0.5%)

FOR TOTAL SAMPLE: Median = 4
Mode = 5
Minimum = 1
Maximum = 10

TABLE 20

ACTIVITIES APPROPRIATE TO CHILDREN'S DEVELOPMENTAL LEVELS
BY TYPE OF HOME

Type Homes

	BDH		CDH		PDH		ALL HOMES	
	No.	%	No.	%	No.	%	No.	%
Offering Appropriate Activities	87	88.8	69	93.2	27	100.0	183	92.0
Not Offering Appropriate Activitie	11	11.2	5	6.8			16	8.0
Total							199	100.0

TABLE 21

PROBLEMS WITH LIGHTING, VENTILATION AND CHILD PROFF CHARACTERISTICS BY TYPE OF HOME

CHARACTERISTICS*	NUMBER OF HOMES				PERCENT
	BDH	CDH	PDH	ALL TYPES	OF 199 HOMES
Not well lit, well ventilated and child proofed	7	1	0	8	4.0
Not well lit, but well ventilated and child proofed	6	5	1	12	6.0
Well lit and well ventilated but not child proofed	4	4	0	8	4.0
Not well lit or well ventilated but child proofed	1	0	0	1	0.5
Not well lit or child proofed but well ventilated	1	0	0	1	0.5

*Combinations Reported

TABLE 22

CONDITION OF EQUIPMENT AND MATERIALS BY TYPE OF HOME

EQUIPMENT CONDITION	NUMBER OF HOMES BDH	CDH	PDH	ALL TYPES	PERCENT OF 199 HOMES
Complete, tood repair and clean	74	59	25	157	78.9
Incomplete, poor repair and unclean	7	6	1	14	7.0
Complete but poor repair and unclean	0	1	0	1	0.5
Good repair, but unclean and imcomplete	3	0	0	3	1.5
Clean, but poor repair and incomplete	7	2	1	10	5.0
Complete and good repair but unclean	1	2	0	3	1.5
Complete and clean but poor repair	0	2	0	2	1.0
Good repair and clean, but incomplete	7	2	0	9	4.5

TABLE 23

MINUTES IN DATA COLLECTION BY DAY HOME TYPE

Day Home Type	Mean	S.D.	N
BDH	196.73	32.40	98
CDH	191.22	54.65	74
PDH	237.41	25.92	27
Total	200.20	43.91	199

Analysis of Variance

Source	Sum of Squares	D.F.	Mean Square	F	Significance
Between Groups	44527.7987	2	22263.8993	12.9367	.0000
Within Groups	337314.1611	196	1720.9906		

Missing Cases = 0

FOR TOTAL SAMPLE: Median = 210
Mode = 210
Minimum = 30
Maximum = 315

Texas Department
of Human Resources

Form T-2401
March 1985

APPENDIX III-A

DAY CARE SERVICE CONTROL

FACILITY DATA COLLECTION INSTRUMENT

(Day Care Centers and Group Day Homes)

I. GENERAL INFORMATION

A. FACILITY DATA

Prime Contract/PA Number (1) |__|__|__|__|__|__|__|__|

Facility Site Number (2) |__|__|__| Region Number (3) |__|__|

Facility Name (4) ____

Facility Type (5) |__|__|__|

Facility Street Address (6) ____

City (7) ______________________________ Zip Code (8) |__|__|__|__|__|

County (Code) (9) |__|__|__| Facility Director Name (10) ____________________

Licensed Capacity (11) |__|__|__| Total Enrollment (12) |__|__|__|

Title XX Enrollment (13) |__|__|__| Number of Caregivers (14) |__|__|

Blended Unit Rate (15) |__|__|.|__|__|

Age Range Served (enter code): Youngest (16) |__| Oldest (17) |__|

Age Group Codes

0	0 to 6 months	5	3 year olds
1	6 to 11 months	6	4 year olds
2	12 to 17 months	7	5 year olds
3	18 to 23 months	8	6 year olds
4	24 to 35 months	9	over 6 years old

B. DATA COLLECTION

Date Data Collected (18) |__|__|__|__|__|__|
Y Y M M D D

Time Spent (hours/fraction) (19) |__|__|:|__|__|

II. PROGRAM COMPLIANCE WITH SERVICE CONTROL STANDARDS

A. LICENSING COMPLIANCE

The facility meets and maintains compliance with the applicable child care licensing standards.

Licensing status. Enter appropriate code. (20) ☐

1 Facility has license.
2 Facility has certification.
3 Facility has letter of approval.
4 Facility has application pending.
5 None of the above.

Current compliance status. Enter appropriate code. (21) ☐

1 Facility is currently in compliance with all applicable licensing standards.
2 Facility is out of compliance with one or more applicable licensing standards.

List areas of noncompliance by Licensing Standard Number(s). ____________

Licensing compliance in last calendar year. Enter appropriate code. (22) ☐

1 Facility was in compliance with all applicable licensing standards in the last calendar year.
2 Facility was out of compliance during last calendar year, but corrected noncompliance within designated time frame.
3 Facility was out of compliance during last calendar year, and did not correct noncompliance within designated time frame.
4 Facility was out of compliance during last calendar year - time frame for correction has not expired.
5 Facility involved in a concurrence or appeal situation.
List areas of noncompliance by Licensing Standard Number(s). ____________

Current probation status. Enter appropriate code. (23) ☐

1 Facility is not currently on probation.
2 Facility is currently on probation.

Probation status in last calendar year. Enter appropriate code. (24) ☐

1 Facility was not on probation in the last calendar year.
2 Facility was on probation in the last calendar year, but complied with the terms of probation within the designated timeframe.
3 Facility was on probation in the last calendar year but did not meet the terms of probation within the designated timeframes. Timeframes/or terms were renegotiated.

B. STAFF REQUIREMENTS

The facility has staff with education, training and experience to provide for children's physical, social, emotional and intellectual needs.

Enter the total number of caregiver staff including supervisors. (30) ☐☐☐

Enter the number of caregiver staff, including supervisors, who meet one or more of the criteria listed below. (31) ☐☐☐

1. An associate or higher degree in early childhood education or child development.
2. A TEA certification as a teacher of young children, a kindergarten or early childhood endorsement and one year of paid experience in an early childhood program.
3. Two years paid experience while working under a trained caregiver as described in 1 or 2 above, or while working on a CDA or degree in child development or early childhood education.
4. Twelve semester hours credit in child development that may be accumulated in one full year of high school child development gainful employment training.
5. One year direct paid child care experience and six semester hours as described in 4 above.

(32) Enter in the chart below the educational and experience background for each caregiver in the facility.

	Caregiver	# Yrs. of School Completed	# Yrs. of Paid Child Experience	# Yrs. Experience as Lead Teacher Supervised by Degreed/Credentialed Person	# Semester Credit Hours in CD/Early Childhood (EC)	Field of Study/ Credential
1.						
2.						
3.						
4.						
5.						
6.						

	Caregiver	# Yrs. of School Completed	# Yrs. of Paid Child Experience	# Yrs. Experience as Lead Teacher Supervised by Degreed/Credentialed Person	# Semester Credit Hours in CD/Early Childhood (EC)	Field of Study/ Credential
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						

C. TRAINING AND ORIENTATION

Staff and volunteers participate in orientation and ongoing training to improve their knowledge of the day care operation and their skills in meeting the needs of children.

Before beginning child care duties, all staff receive orientation from the day care provider in the following (enter appropriate code): ° Personnel policies and specific job function ° Policies of the facility ° Basic emergency health and safety procedures ° Special health, nutritional and developmental needs of assigned children ° Planned daily activities of the facility ° Guidance, discipline and classroom management techniques	(40) ☐	Codes 1 Yes 2 No 3 Some, but not all
Before beginning child care duties, all volunteers and substitute caregivers are provided orientation by the provider which defines the task to which they are assigned (enter appropriate code):	(41) ☐	Codes 1 Yes 2 No 3 Some, but not all volunteers oriented
One specific staff person is assigned responsibility for notifying child care staff of the available training opportunities and resources. Child care staff know who has been assigned as their source of information (enter appropriate code):	(42) ☐	Codes 1 Yes 2 No 3 Person assigned, but not all staff know who
The provider has implemented written training plan (enter appropriate code):	(43) ☐	Codes 1 Yes 2 No 3 Has written plan, but has not implemented any of it 4 Has written plan, but has implemented only part of it

The provider conferred with DHR staff in developing the training plan (enter appropriate code):	(44) ☐	Codes 1 Conferred with CDS 2 Conferred with licensing 3 Conferred with contract manager 4 Conferred with 2 or more types of DHR staff 5 Did not confer with listed DHR staff
The training plan contains the following: ° Needs assessment ° Objectives ° Topics to be covered ° Resources to be utilized ° Strategies (2 or more) for implementation ° Procedures for follow-up ° Timeframe or duration of the plan ° Evaluation	(45) ☐	Codes 1 All 2 Some 3 None 3 None
Enter the average number of clock hours of child care related training (including orientation) received by caregivers with six months to one year tenure during the first six months on the job.	(46) ☐☐	[Enter 0 in first box if average # is less than 10]
Enter the average number of clock hours of child care related training (excluding independent reading) received by caregivers with at least one year tenure during the last year.	(47) ☐☐	[Enter 0 in first box if average # is less than 10]

D. GROUP SIZE

The group size is small enough that every child has an adequate opportunity for individualized activities for growth and development. Enter codes for predominant age groups, actual ages for youngest and oldest children, numbers of children and caregivers and total number of groups in the facility:

Group	Predominant* Age Group (1-5)	Actual Age of Youngest Child	Actual Age of Oldest Child	Number of Children Enrolled (01-99)	Number of Caregivers (1-9)
1	(50) |__|	(60) |__|__|	(70) |__|__|	(80) |__|__|	(90) |__|
2	(51) |__|	(61) |__|__|	(71) |__|__|	(81) |__|__|	(91) |__|
3	(52) |__|	(62) |__|__|	(72) |__|__|	(82) |__|__|	(92) |__|
4	(53) |__|	(63) |__|__|	(73) |__|__|	(83) |__|__|	(93) |__|
5	(54) |__|	(64) |__|__|	(74) |__|__|	(84) |__|__|	(94) |__|
6	(55) |__|	(65) |__|__|	(75) |__|__|	(85) |__|__|	(95) |__|
7	(56) |__|	(66) |__|__|	(76) |__|__|	(86) |__|__|	(96) |__|
8	(57) |__|	(67) |__|__|	(77) |__|__|	(87) |__|__|	(97) |__|
9	(58) |__|	(68) |__|__|	(78) |__|__|	(88) |__|__|	(98) |__|
10	(59) |__|	(69) |__|__|	(79) |__|__|	(89) |__|__|	(99) |__|

Total number of groups (100) |__|__|__|

Age Codes

1	0 through 11 months	(infants)
2	12 through 17 months	(infants)
3	18 through 35 months	(toddlers)
4	3 through 5 years	(preschoolage)
5	6 years and older	(schoolage)

* The predominant age in a group is the age code in which most children fall.

E. CAREGIVER PHYSICAL CAPABILITIES

All caregivers are physically able to perform the following tasks to meet the needs of children. Enter number of caregivers not able to perform each task. If all can perform a task, leave blank.

	Non-Compliance Number of caregivers (1-9) not complying with standard
Bend or stoop	(102)
Be on feet for long periods of time	(103)
Stretch/reach above his/her head	(104)
Tie shoes, buckle small buckles, button buttons	(105)
Pick up small items	(106)
Lift a 30-40 lb. child	(107)
Work in noisy surroundings	(108)

F. ACTIVITIES

Activities and/or the daily schedule include the following (enter the number of groups not providing the activity by predominant age group):

	Non-Compliance Number of groups (1-9) not complying with standard by predominant age group code				
	1	2	3	4	5
Outdoor activities	(110)	(120)	(130)	(140)	(150)
Indoor activities	(111)	(121)	(131)	(141)	(151)
Active time	(112)	(122)	(132)	(142)	(152)
Quiet time	(113)	(123)	(133)	(143)	(153)
Self-directed activities	(114)	(124)	(134)	(144)	(154)
Caregiver-directed activities	(115)	(125)	(135)	(145)	(155)
Individual activities	(116)	(126)	(136)	(146)	(156)
Group activities	(117)	(127)	(137)	(147)	(157)

Age Group Codes

1	0 through 11 months	(infants)
2	12 through 17 months	(infants)
3	18 through 35 months	(toddlers)
4	3 through 5 years	(preschoolage)
5	6 years and older	(schoolage)

Daily activities are provided in the following areas (enter the number of groups not providing activities in each area by predominant age group):

	Non-Compliance Number of groups (1-9) not complying with standard by predominant age group code *				
	1	2	3	4	5
Creative expression	(160)	(170)	(180)	(190)	(200)
Positive self-concept	(161)	(171)	(181)	(191)	(201)
Social skills	(162)	(172)	(182)	(192)	(202)
Cognitive skills	(163)	(173)	(183)	(193)	(203)
Communication skills	(164)	(174)	(184)	(194)	(204)
Health/safety habits	(165)	(175)	(185)	(195)	(205)
Physical development	(166)	(176)	(186)	(196)	(206)

Age Group Codes

1	0 through 11 months	(infants)
2	12 through 17 months	(infants)
3	18 through 35 months	(toddlers)
4	3 through 5 years	(preschoolage)
5	6 years and older	(schoolage)

	Non-Compliance Number of groups (1-9) not complying with standard by predominant age group code *				
	1	2	3	4	5
Activities are appropriate for children's developmental levels.	(210)	(220)	(230)	(240)	(250)
Activities provide equivalent experiences for handicapped children.	(211)	(221)	(231)	(241)	(251)

Age Group Codes

1	0 through 11 months	(infants)
2	12 through 17 months	(infants)
3.	18 through 35 months	(toddlers)
4	3 through 5 years	(preschoolage)
5	6 years and older	(schoolage)

G. CAREGIVER/CHILD INTERACTION

Caregivers interact with children in a manner that fosters children's growth and development.

If negative interactions in the following situations are not observed, the standard is met. Enter appropriate code for each activity.

	Non-Compliance
	Number of caregivers (1-9) not complying with standard
Caregivers encourage respect for self, property and rights of others.	(260)
Caregivers communicate in a language and manner which children understand.	(261)
Caregivers help each child to recognize and appreciate child's own efforts/accomplishments.	(262)
Caregivers recognize children's feelings and help children deal with those feelings.	(263)
Caregivers express respect for and affection toward children.	(264)
Caregivers provide for smooth transition from activity to activity.	(265)

H. PHYSICAL ENVIRONMENT

The provider and/or agency ensures that the indoor and outdoor environment contains equipment and materials which the children can act upon to meet their developmental needs.

At least one item from each of the following categories is provided for each infant 0-11 months (enter appropriate code for each category):

			Code
Soft, washable toy animals and dolls	(270)	☐	1 Yes
Colorful mobils, pictures, large picture books and mirrors	(271)	☐	2 No 3 N/A
Cradle gyms; plastic, cardboard or washable cloth blocks; stacking, drop-in, pull or push toys . . .	(272)	☐	
Rattles, other musical toys, or tape or record players .	(273)	☐	

For children 12 months and older, equipment and materials are accessible in at least the following interest areas (enter appropriate code for each interest area):

	Non-Compliance Number of groups (1-9) not complying with standard by predominant age group code 1	2	3	4	5
Blocks	(270)	(280)	(290)	(300)	(310)
Dramatic play	(271)	(281)	(291)	(301)	(311)
Manipulation	(272)	(282)	(292)	(302)	(312)
Stories/language	(273)	(283)	(293)	(303)	(313)
Large muscle activities	(274)	(284)	(294)	(304)	(314)
Music	(275)	(285)	(295)	(305)	(315)
Art	(276)	(286)	(296)	(306)	(316)
Nature/science	(277)	(287)	(297)	(307)	(317)

Age Group Codes

1	0 through 11 months	(infants)
2	12 through 17 months	(infants)
3	18 through 35 months	(toddlers)
4	3 through 5 years	(preschoolage)
5	6 years and older	(schoolage)

Equipment and materials are complete, in good repair, and clean.	(320)	|__|	Codes 1 Yes 2 No 3 Complete 4 Good Repair 5 Clean 6 3 and 4 7 3 and 5 8 4 and 5
A minimum of 30 square feet of space is allowed for each child in a group.	(321)	|__|	Codes 1 Yes 2 No
If no, enter average square footage allowed.	(322)	|__|__|__|	
At least 100 square feet of open space free of any type of furniture is available for groups of infants 0-11 months. (If infants 0-11 months are not served, do not complete.)	(323)	|__|	Codes 1 Yes 2 No 3 N/A
If no, enter average square footage allowed.	(324)	|__|__|__|	

I. HEALTH AND SAFETY

The caregiver and/or agency staff insure that children are not exposed to health and safety hazards or allowed to create them. Enter appropriate code for each practice:

The facility has a written plan which includes provisions for performing daily health checks and for reporting child abuse/neglect.	(330)	|__|	Codes 1 Yes 2 No 3 Includes health check, but not child abuse 4 Includes child abuse, but not health check

The plan is shared with staff. (331) ☐
Codes
1 Yes
2 No

Children are checked upon arrival for any signs of illness or injury and evidence of possible abuse or neglect. (332) ☐
Codes
1 Yes
2 No

Caregivers stop children who are engaged in unsafe activities. (333) ☐
Codes
1 Yes
2 No

Caregivers suggest and demonstrate ways for children to help maintain a safe environment. (334) ☐
Codes
1 Yes
2 No

Caregivers do not allow children to share food, eating or drinking utensils. (335) ☐
Codes
1 Yes
2 No

Areas for diapering are separate from food preparation areas. (336) ☐
Codes
1 Yes
2 No
3 N/A

J. NUTRITION/MEAL TIME

Meals and snack times are pleasant experiences which contribute to children's acceptance of a variety of food, conversational skills, proficiency in feeding themselves and general dining etiquette. Enter appropriate code for each practice:

Meals are served to children seated in small groupings with caretakers. (340) ☐
Codes
1 Yes
2 No

Initial servings are small, drinks are offered with food, and second are available. (341) ☐
Codes
1 Yes
2 No

Children are not hurried to finish eating, and are allowed to engage in conversation during meal time. (342) ☐
Codes
1 Yes
2 No

Menus are planned, posted and shared with parents. (343) ☐ Codes
1 Yes
2 No

Children are given the opportunity to feed themselves consistent with their developmental levels. (344) ☐ Codes
1 Yes
2 No

K. PARENTAL/INVOLVEMENT

The facility/home encourage participation of parents in the program and communicates to parents information about their child's adjustment/development.

The facility's written policies describe (enter appropriate code on areas policies described.)

Hours and days of operation (350) ☐ Codes
1 Yes
2 No

Child health policies (351) ☐

Fees (352) ☐

Complaint procedures (353) ☐

Meal services (354) ☐

Discipline (355) ☐

Clothing (356) ☐

Absences (357) ☐

Parent conferences (358) ☐

The facility maintains a current bulletin board with current menus and activity notices. (359) ☐ Codes
1 Yes
2 No

The facility invites parents to participate through one or more of the following ways. (Enter appropriate code):

Codes
1 Yes
2 No

1. Open invitations to parents in policy statements. (360) ☐
2. Periodic invitations to parents for special occasions or events. (361) ☐
3. Parent meetings. (362) ☐
4. Sharing information about each child's adjustment with the parent(s). (363) ☐
5. Parent participation work days. (364) ☐
6. Other parent participation method (365) ☐

The facility explains how it communicates with parents who have limited ability to understand standard English. (366) ☐

Codes
1 Yes
2 No

PROVIDER'S INFORMATION

Check the areas where documentation is missing in the facility/agency file:

____ Caregiver education

____ Caregiver experience/tenure

____ Caregiver orientation

____ Caregiver training

____ Volunteer/substitute orientation

____ Daily activities

____ Health plan (daily checks/abuse-neglect reporting)

____ Parent involvement (facility policies)

____ Parent involvement (parent participation)

____ Licensing non-compliance

____ Other (list below)

Texas Department
of Human Resources

Form T-2401
Day Homes
March 1985

APPENDIX III-B

DAY CARE SERVICE CONTROL

FACILITY DATA COLLECTION INSTRUMENT

(Day Homes)

I. GENERAL INFORMATION

A. FACILITY DATA

Prime Contract/PA Number (1) |__|__|__|__|__|__|__|__|

Facility Site Number (2) |__|__|__| Region Number (3) |__|__|

Facility Name (4) ____

Facility Type (5) |__|__|__|

Facility Street Address (6) ____________________________________

City (7) ______________________________ Zip Code (8) |__|__|__|__|__|

County (Code) (9) |__|__|__| Facility Director Name (10) ____________________

Licensed Capacity (11) |__|__|__| Total Enrollment (12) |__|__|__|

Title XX Enrollment (13) |__|__|__| Number of Caregivers (14) |__|__|

Blended Unit Rate (15) |__|__|.|__|__|

Age Range Served (enter code):   Youngest (16) |__| Oldest (17) |__|

Age Group Codes

0	0 to 6 months	5	3 year olds
1	6 to 11 months	6	4 year olds
2	12 to 17 months	7	5 year olds
3	18 to 23 months	8	6 year olds
4	24 to 35 months	9	over 6 years old

B. DATA COLLECTION

Date Data Collected (18) |__|__|__|__|__|__|
Y Y M M D D

Time Spent (hours/fraction) (19) |__|__|:|__|__|

II. PROGRAM COMPLIANCE WITH SERVICE CONTROL STANDARDS

A. LICENSING COMPLIANCE

The facility meets and maintains compliance with the applicable child care licensing standards.

Licensing status. Enter appropriate code. (20) ☐

1 Facility has license.
2 Facility has certification.
3 Facility has letter of approval.
4 Facility has application pending.
5 None of the above.

Current compliance status. Enter appropriate code. (21) ☐

1 Facility is currently in compliance with all applicable licensing standards.
2 Facility is out of compliance with one or more applicable licensing standards.

List areas of noncompliance by Licensing Standard Number(s). ____________

Licensing compliance in last calendar year. Enter appropriate code. (22) ☐

1 Facility was in compliance with all applicable licensing standards in the last calendar year.
2 Facility was out of compliance during last calendar year, but corrected noncompliance within designated time frame.
3 Facility was out of compliance during last calendar year, and did not correct noncompliance within designated time frame.
4 Facility was out of compliance during last calendar year, time frame for correction has not expired.
5 Facility involved in a concurrence or appeal situation.

List areas of noncompliance by Licensing Standard Number(s). ____________

Current probation status. Enter appropriate code. (23) ☐

1 Facility is not currently on probation.
2 Facility is currently on probation.

Probation status in last calendar year. Enter appropriate code. (24) ☐

1 Facility was not on probation in the last calendar year.
2 Facility was on probation in the last calendar year, but complied with the terms of probation within the designated timeframe.
3 Facility was on probation in the last calendar year but did not meet the terms of probation within the designated timeframes. Timeframes/or terms were renegotiated.

B. STAFF REQUIREMENTS

The primary day home caregiver meets the following (enter the appropriate code):

Ability to read and write in any language. (30) ☐

Codes
1 Yes
2 No

Six months experience working with children other than own or (31) ☐

Twenty-four hours of training during first six months of operation. (32) ☐

Three written references verifying character, ability and experience. (33) ☐

Indicate the number of training hours acquired during first six months. (34) ☐☐

The supervisor for a child placing agency meets one of the criteria listed below. Enter code for highest level attained (1 is highest, 5 is lowest), or enter 6 if none applies:

Codes:

1. An associate or higher degree in early childhood education or child development. (35) ☐
2. A TEA certification as a teacher of young children, a kindergarten or early childhood endorsement and one year of paid experience in an early childhood program.
3. Two years paid experience while working under a trained caregiver as described in A or B above, or while working on a CDA or degree in child development or early childhood development.
4. Twelve semester credit hours in child development that may be accumulated in one full year of high school child development gainful employment training.
5. One year direct paid child care experience and six semester hours as described in 5 above.
6. None of 1 through 5 is applicable.

(36) Enter in the chart below the educational and experience background for each supervision in the family day home system.

	Caregiver	# Yrs. of School Completed	# Yrs. of Paid Child Experience	# Yrs. Experience as Lead Teacher Supervised by Degreed/Credentialed Person	# Semester Credit Hours in CD/Early Childhood (EC)	Field of Study/ Credential
1.						
2.						
3.						
4.						

C. TRAINING AND ORIENTATION

The family day home system developed an annual training plan, conferred with DHR staff in its development, and provided the training. (Enter appropriate code.)

(40) ☐ Codes
1 Yes
2 No
3 Developed plan and conferred, but did not provide
4 Developed plan and provided training, but did not confer
5 N/A

Independent caregivers participated in training which met Licensing standards. (Enter appropriate code.)

(41) ☐ Codes
1 Yes
2 No
3 N/A

Total Number hours training received by day home caregiver. (Enter appropriate code.)

(42) ☐☐

D. GROUP SIZE

The group size is small enough that every child has an adequate opportunity for individualized activities for growth and development.

Registered family homes maintain the following age related maximum group sizes for children in care. (Enter appropriate code.)

(50) ☐ Codes
1 Yes
2 No
3 N/A

0-18	18 mos.-4 yrs.	5-13 yrs.	Total
0	6	4	10
1	5	4	10
2	4	2	8
3	2	2	7
3	3	1	7

The family day home or agency home maintains the following age related group sizes. (Enter appropriate code.)

(51) |__|

Codes
1 Yes
2 No
3 N/A

Infants under 18 mos. of age		Children 18 mos. to 14 yrs.
0	and	6
1	and	5
2	and	4
3	and	3
4	and	0

Two caregivers may keep six children 0-13 years of age.

Enter the number of children cared for by the independent caregiver for each age group code below:

Age Group Code	No. of Children (1-9)
1. 0 through 11 months (infants)	(52)..................
2. 12 through 17 months (infants)	(53)..................
3. 18 through 35 months (toddlers)	(54)..................
4. 3 through 5 years (preschoolage)	(55)..................
5. 6 years and older (schoolage)	(56)..................

Indicate the predominant age group of the children in care (enter appropriate age group code):

(57) |__|

E. CAREGIVER PHYSICAL CAPABILITIES

The caregiver is physically able to perform the following tasks to meet the needs of children (enter the appropriate code for each task):

Bend or stoop	(102)	☐	Codes 1 Yes 2 No
Be on feet for long periods of time	(103)	☐	
Stretch/reach above his/her head	(104)	☐	
Tie shoes, buckle small buckles, button buttons	(105)	☐	
Pick up small items	(106)	☐	
Lift a 30-40 lb. child	(107)	☐	
Work in noisy surroundings	(108)	☐	

F. ACTIVITIES

Activities and/or the daily schedule include the following (enter the appropriate code for each activity):

Outdoor activities	(140)	☐
Indoor activities	(141)	☐
Active time	(142)	☐
Quiet time	(143)	☐
Self-directed activities	(144)	☐
Caregiver-directed activities	(145)	☐
Individual activities	(146)	☐
Group activities	(147)	☐

Codes
1 Yes
2 No

Daily activities are provided in the following areas (enter appropriate code for each activity):

Creative expression	(190) ☐	Codes 1 Yes 2 No
Positive self-concept	(191) ☐	
Social skills	(192) ☐	
Cognitive skills	(193) ☐	
Communication skills	(194) ☐	
Health/safety habits	(195) ☐	
Physical development	(196) ☐	
Activities are appropriate for children's developmental levels (enter appropriate code):	(240) ☐	Codes 1 Yes 2 No
Activities provide equivalent experiences for handicapped children (enter appropriate code):	(241) ☐	

G. CAREGIVER/CHILD INTERACTION

Caregivers interact with children in a manner that fosters children's growth and development.

If negative interactions in the following situations are not observed, the standard is met. Enter appropriate code for each activity.

Caregivers encourage respect for self, property and rights of others. (260) ☐

Codes
1 Yes
2 No

Caregivers communicate in a language and manner which children understand. (261) ☐

Caregivers help each child to recognize and appreciate child's own efforts/accomplishments. (262) ☐

Caregivers recognize children's feelings and help children deal with those feelings. (263) ☐

Caregivers express respect for and affection toward children. (264) ☐

Caregivers provide for smooth transition from activity to activity (enter appropriate code): (265) ☐

H. PHYSICAL ENVIRONMENT

The provider and/or agency ensures that the indoor and outdoor environment contains equipment and materials which the children can act upon to meet their developmental needs. Enter appropriate code for each criterion:

The indoor environment is well lit, well ventilated, and allow childproof space for children to play.	(300) ☐	Codes 1 Yes 2 No 3 Not well lit 4 Not ventilated well 5 Inadequate childproof space 6 Combination 3/4 7 Combination 3/5 8 Combination 4/5
Play equipment and materials are arranged within a child's reach so children may select and return the items easily.	(301) ☐	Codes 1 Yes 2 No
The play equipment and materials are sufficient in quantity and are appropriate for the developmental levels of the children for whom they are intended.	(302) ☐	Codes 1 Yes 2 No 3 Sufficient in quantity but developmentally inappropriate for some children 4 Developmentally appropriate but insufficient quantity

Equipment and materials are complete, in good repair, and clean.

(320) ☐ Codes
1 Yes
2 No
3 Complete
4 Good Repair
5 Clean
6 3 and 4
7 3 and 5
8 4 and 5

Equipment and materials provide equivalant experiences for handicapped children.

(104) ☐ Codes
1 Yes
2 No

I. HEALTH AND SAFETY

The caregiver and/or agency staff insure that children are not exposed to health and safety hazards or allowed to create them. Enter appropriate code for each practice:

The agency/home has a plan which includes provisions for performing daily health checks and for reporting child abuse/neglect.

(330) ☐ Codes
1 Yes
2 No
3 Includes health check, but not child abuse
4 Includes child abuse, but not health check

The agency's plan is shared with agency caregivers.

(331) ☐ Codes
1 Yes
2 No
3 Not applicable

Children are checked upon arrival for any signs of illness or injury and evidence of possible abuse or neglect.

(332) ☐ Codes
1 Yes
2 No

Caregivers stop children who are engaged in unsafe activities.	(333)	☐	Codes 1 Yes 2 No
Caregivers suggest and demonstrate ways for children to help maintain a safe environment.	(334)	☐	Codes 1 Yes 2 No
Caregivers do not allow children to share food, eating or drinking utensils.	(335)	☐	Codes 1 Yes 2 No
Areas for diapering are separate from food preparation areas.	(336)	☐	Codes 1 Yes 2 No 3 N/A
The caregiver, family and substitute have a current TB test according to the specifications of the local health department.	(337)	☐	Codes 1 Yes-All 2 No -None 3 Family's not current 4 Substitute's not current 5 Caregiver's not current 6 3 and 4 7 3 and 5 8 4 and 5
There is a current approved health and fire inspection on file.	(338)	☐	Codes 1 Yes-Both current 2 No-Neither current 3 Fire is not current but health is 4 Health is not current but fire is

J. NUTRITION/MEAL TIME

Meals and snack times are pleasant experiences which contribute to children's acceptance of a variety of food, conversational skills, proficiency in feeding themselves and general dining etiquette. Enter appropriate code for each practice:

Meals are served to children seated in small groupings with caregivers.	(340) ☐	Codes 1 Yes 2 No
Initial servings are small, drinks are offered with food, and second are available.	(341) ☐	Codes 1 Yes 2 No
Children are not hurried to finish eating, and are allowed to engage in conversation during meal time.	(342) ☐	Codes 1 Yes 2 No
Menus are planned, posted and shared with parents.	(343) ☐	Codes 1 Yes 2 No
Meals served meet the requirements described in Appendix II.	(345) ☐	Codes 1 Yes 2 No

K. PARENTAL/INVOLVEMENT

The agency/home encourage participation of parents in the program and communicates to parents information about their child's adjustment/development.

The day home caregiver shares a completed Day Home Policy Agreement with parents.	(350) ☐	Codes 1 Yes 2 No
The day home caregiver maintains a designated area where daily schedules and emergency notices are available to parents.	(359) ☐	Codes 1 Yes 2 No

The home invites parents to participate through one or more of the following ways. (Enter appropriate code.)

1. Open invitations to parents in policy statements.
2. Periodic invitations to parents for special occasions or events.
3. Parent meetings.
4. Sharing information about each child's adjustment with the parent(s).
5. Parent participation work days.
6. Other parent participation methods.

(360) ☐ Codes
1 Yes
2 No
3 More than one method

The FDH agency shares each child's progress with parents on an ongoing basis and documents child's progress semiannually. (Enter appropriate code.)

(363) ☐ Codes
1 Yes
2 No
3 Yes but does not document progress
4 Not applicable

PROVIDER'S INFORMATION

Check the areas where documentation is missing in the facility/agency file:

____ Caregiver education

____ Caregiver experience/tenure

____ Caregiver orientation

____ Caregiver training

____ Volunteer/substitute orientation

____ Daily activities

____ Health plan (daily checks/abuse-neglect reporting)

____ Parent involvement (facility policies)

____ Parent involvement (parent participation)

____ Licensing non-compliance

____ Other (list below)

APPENDIX IV

DAY CARE SERVICE CONTROL SYSTEM

I. BACKGROUND

Day care services are provided to DHR clients and other eligible low income families through purchase of service arrangements. State Office Community Resources Division, Regional Purchase of Services and local providers are involved in the delivery of these services. State Office Community Resources coordinates the delivery of services by providing leadership, policies and procedures and technical assistance to regional staff. Regional purchase of services and child development staff plan, develop and manage the local delivery of services. Local providers under purchase of services contracts or provider agreements deliver services directly to clients.

II. SCOPE AND PURPOSE

A service control system is proposed which includes eleven minimum performance standards for local providers. The eleven provider standards describe the base level of care to be purchased from each provider. The standards are above the minimum licensing standards for day care facilities. They will serve as the standard for provider agreement facilities and screenables for contracts which are procured. Day care providers operating under a purchase arrangement with DHR have traditionally had to meet or agreed to meet DHR purchase specifications. These standards represent a base which is lower than that in previous years when Federal Interagency Day Care Requirements or Texas' Quality Child Care Requirements were in effect. All POS contracts and the majority of provider agreement facilities are capable of compliance upon implementation of the system.

III. DATA COLLECTION

Regional staff will collect all compliance data which is reported into the system. An automated system will be used for compilation and analysis of this data.

Regional child development specialists, contract managers and other trained DHR staff will determine compliance related to provider's delivery of services to clients. During the course of the year, compliance with all applicable standards will be determined twice on every facility in the region. The exceptions are agency day homes and possibly broker facilities. Compliance will be determined on the basis of a sampling of these facility types as described in the Family Self-Support Handbook.

IV. DATA COLLECTION INSTRUMENTS

The following instrument is proposed for data collection and reporting:

a) Form 2401 - Day Care Contact Visit Report

This is an existing form which has been revised for automated processing of (1) providers' compliance data; (2) DHR staff contacts with each provider; and, (3) DHR staff activities related to those contacts.

Day Care Contact Visit Reports will be submitted to State Office on a monthly basis for key entry into the system.* Compilation and analysis will occur at the end of the sixth month of reporting.

V. REPORTS

A day care service control report will be produced on a semi-annual basis. The report will include:

a) a summary of DHR staff contacts with providers and the activities related to these contacts;

b) a regional summary of provider's compliance with the service delivery standards;

c) a statewide summary of provider compliance.

Distribution: The reports will be distributed to Regional Administrators, Regional Directors, Program Directors, Development Specialists, Contact Managers, State Office Administrator or Designee, Field Management, PRED, Pr opment Specialists, Contact Managers, State Office Administrator or Designee, Field Management, PRED, Program Management Support, Assistant and Associate Commissioners for Family Self-Support Services, Service Control Steering Committee.

Representativeness: The semi-annual reports will represent providers' compliance with standards.

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* Another option is to have the data entered at the regional level using MAPPER. This would eliminate the need to send hard copy to State Office for data entry. It would require a regional decision.

VI. SERVICE IMPROVEMENT PLANS

Service improvement plans for providers will be initiated by DHR regional staff when a deficiency is identified. The nature and extent of noncompliance will be used to determine the kind of plan negotiated between DHR staff and the provider. Service improvements will be initiated according to one of the following two processes:

1. Initial Notification - Verbal

If:	Then:
Verbal notification only is given initially	• Discuss alternative for achieving compliance • Agree on Plan of Action • Identify steps to accomplish compliance • Set timeframes • Follow-up
If:	Then:
The agency does not comply with the terms of the verbal agreement.	Issue Service Improvement agreement for the same or an alternate plan. • Identify alternatives for achieving compliance • Establish action steps • Set timeframes • Obtain signature of legally responsible agency staff • Notify contract manager, child development specialist, program director, etc., to maintain coordination • Follow-up
If:	Then:
Agency does not meet terms of Service Improvement	• Involve agency's legally responsible person, contract managers, child development specialists, program director in a negotiation with the provider

If:	Then:
Problem not resolved through the negotiation process	• Secure approval and begin termination procedures

2. Initial Notification - Written

If:	Then:
A service Improvement Agreement is issued initially	• Identify alternatives for achieving compliance • Establish action steps • Set timeframes • Obtain signature of agency's legally responsible person • Notify contract manager/child development specialist or program director to maintain coordination • Follow-up

If:	Then:
The agency does not comply with the terms of the Service Improvement Agreement	• Involve agency's legally resonsible person, contract managers, child development specialists and program director in negotiations on DHR premises • Negotiate and establish action steps • Issue 2nd Service Improvement agreement. Obtain signatures of all involved. • Follow-up

If:	Then:
The agency does not comply with terms of the negotiations or Service Improvement Agreement	• Secure approval and begin termination procedures

VII. ANNUAL VALIDATION

A waiver is requested for validation of findings related to Providers Service Delivery Standards. It is impossible to validate compliance after the initial situation has occurred in a day care program. A validation visit would only serve to confirm compliance at the time of the validation visit rather than compliance at the initial data collection visit. In lieu of after the fact validation, State Office proposes to initially establish interrater reliability between regional data collectors and State Office child development program staff. The training to establish interrater reliability will occur during the pilot period. In addition, State Office proposes to develop a training curriculum and provide training to regional staff on an annual basis in monitoring, data collection, evaluation and related areas.

VIII. IMPLEMENTATION

The system will be piloted statewide for six months beginning in January, 1984. The purposes of the pilot period are:

1) to gather data on the providers capabilities to comply with the proposed standards;

2) to gather data needed to set tolerance levels; and,

3) to determine the adequacy of standards, data collection instruments and the information to be obtained for reporting purposes.

The system will be revised based on pilot findings and implemented statewide in September, 1985.

IX. EVALUATION OF THE SYSTEM

The system will be evaluated by a team composed of the day care service control workgroup members. This team will develop the evaluation design and instruments.

The first evaluation will occur at the end of the six-month pilot period. The system will be evaluated annually thereafter. Evaluations will consist of:

- a status report of the system's operation
- identification of problems
- revisions needed to the system, standards, instruments and/or tolerance levels

Refinements will be made to the system based on evaluation findings.

DRAFT
02-06-85

DAY CARE PROVIDER SERVICE DELIVERY STANDARDS

STANDARD	MEASURES		INFORMATION SOURCE
	Day Care Center Group Day Care Home	Day Home (RFH, FDH, ADH)	
1. Licensing Compliance The facility* meets and maintains compliance with the child care licensing standards which are applicable to their facility operation. *Day care center, group day care home, registered family day home, agency home and family day home.	1. The facility has written documentation of current compliance. 2a. The facility corrects within the designated time frame any noncompliance cited by Licensing. 2b. The facility complies with all conditions placed on it during a probationary period. 3. Licensing has not revoked the facility's current license or has not disapproved the facility's application for renewal of its license.	1. The facility has written documentation of current compliance. 2. The facility corrects within the designated time frame any noncompliance cited by Licensing.	DHR license, FDH license, letter of certification or registration, letter from Licensing stating that an applition is being processed, Health Department certificate or license, letter from the Health Department certifying that the applicable standards are met.
2. Staff Requirements Each facility/agency has staff with education training, and experience to provide for children's physical, social, emotional and intellectual needs.	1. One-fourth of all caregiver staff (supervisors included) in a day care center or group day home meet one of the following: A. An associate or higher degree in early childhood education or child development. B. A TEA certification as a teacher of young children, a kindergarten or early childhood endorsement and one year of paid experience in an early childhood program. C. Two years paid experience while working under a trained caregiver as described in A or B above, or while working on a CDA or degree in child development or early childhood education.	1. Each primary day home caregiver meets all of the following: A. Ability to read and write. B. At least six months of experience working with children other than her own children in a day care or day home setting, or twenty-four (24) hours of training are acquired during the first six months of operation. C. The caregiver has three written references on file verifying character, ability, and experience. 2. The supervisor for a child placing agency (day care only) has one of the following:	Personnel folders of staff, transcripts, job applications, provider's documentation of verification of education/experience. Observation, written documentation maintained by day home caregivers such as application forms, menus, schedule and activity plans, character references, training certificates.

02-06-85 DAY CARE PROVIDER SERVICE DELIVERY STANDARDS

STANDARD	MEASURES Day Care Center Group Day Care Home	 Day Home (RFH, FDH, ADH)	INFORMATION SOURCE
2. Staff Requirements (continued)	D. Twelve semester credit hours in child development that may be accumulated in one full year of high school child development gainful employment training. E. One year direct paid child care experience and six semester hours as described in D above.	A. An associate or higher degree in early childhood education or child development. B. A TEA certification as a teacher of young children, a kindergarten or early childhood endorsement and one year of paid experience in an early childhood program. C. Two years paid experience while working under a trained caregiver as described in A or B above, or while working on a CDA or degree in child development or early childhood education. D. Twelve semester credit hours in child development that may be accumulated in one full year of high school child development gainful employment training.	
3. Training Staff and volunteers participate in orientation and ongoing training to improve their knowledge of the day care operation and their skills in meeting the needs of children.	1. Before beginning child care duties, all staff receive orientation from the day care provider in the following: A. Personnel policies and specific job functions. B. Policies of the facility. C. DHR service control standards. D. Basic emergency health and safety procedures. E. Special health, nutritional and developmental needs of assigned children.	1. Each family day home system will: A. Develop a training plan which is approved by DHR. B. Provide the approved training.	1. Orientation plan, training certificates, other documentation maintained by the agency and/or caregiver.

STANDARD	MEASURES		INFORMATION SOURCE
	Day Care Center Group Day Care Home	Day Home (RFH, FDH, ADH)	
3. Training (continued)	F. The planned daily activities of the facility. G. Guidance, discipline and classroom management techniques.		
	2. Before beginning child care duties, all volunteers and substitute caregivers are provided orientation by the provider which defines the task to which they are assigned.	2. Independent caregivers participate in training which at least meets the Licensing standard for training, and participate in training related to deficiencies identified by DHR.	2. Orientation plan.
	3. One specific staff person is assigned responsibility for notifying child care staff of available training opportunities and resources. Child care staff know who has been assigned as their source of information.		3. Provider's documentation, interview of staff, bulletin board postings.
	4. The provider develops a written annual training plan approved by DHR.		
	5. Newly employed caregivers receive six hours of child care related training including orientation during the first six months on the job.		
	6. All child care staff receive 18 clock hours of child care related training annually, six of which may be independent reading.		

STANDARD	MEASURES		INFORMATION SOURCE
	Day Care Center Group Day Care Home	Day Home (RFH, FDH, ADH)	
4. Group Size* The group size is small enough that every child has an adequate opportunity for individualized activities for growth and development. * A group is the number of children assigned to a caregiver or team of caregivers, occupying an individual classroom or well defined physical space within a larger room. Groups of children may be age determined or multi-age except that infants 0-17 months are grouped separately. In multi-age-grouping, use the age of the youngest child to determine the group size.	1. Day care centers and group day homes maintain the following maximum age-related group size(s) for children in care. 0-17 months - 10 18-23 months - 14 24-35 months - 14 3 year olds - 16 4 year olds - 20 5 years and older - 25	1. Registered family homes maintain the following age related maximum group sizes for children in care. 0-18 mos. / 18 mo.-4 years / 5-13 years / Total 0 / 6 / 4 / 10 1 / 5 / 4 / 10 2 / 4 / 2 / 8 3 / 2 / 2 / 7 3 / 3 / 1 / 7 2. Family day homes and agency day homes meet minimum Licensing standards for family day homes.	Observation, documentation of attendance.
5. Caregiver Physical Capabilities Each caregiver is physically able to meet the needs of children for whom he/she is responsible.	1. The caregiver is physically able to perform the following tasks to meet the needs of children: A. Bend or stoop. B. Be on feet for long periods time. C. Stretch/reach above his/her head. D. Tie shoes, buckle small buckles and button buttons. E. Pick up small items. F. Lift a 30-40 lb. child. G. Work in noisy surroundings.	1. The caregiver is physically able to perform the following tasks to meet the needs of children: A. Bend or stoop. B. Be on feet for long periods time. C. Stretch/reach above his/her head. D. Tie shoes, buckle small buckles and button buttons. E. Pick up small items. F. Lift a 30-40 lb. child. G. Work in noisy surroundings.	Observations, any medical documentation kept by the provider containing this information, inverview of the provider.
6. Activities* The caregiver and/or agency staff plan and implement indoor and outdoor daily activities that offer children opportunities for growth, development and enjoyment.	1. Activities and the daily schedule include outdoor/indoor, active/quiet, self-directed/caregiver directed, individual/group activities.	1. Activities and the daily schedule include outdoor/indoor, active/quiet, self-directed/caregiver direced, individual/group activities.	Caregiver's daily plans, schedule of activities, observations. Individual development plan for each handicapped child.

DAY CARE PROVIDER SERVICE DELIVERY STANDARDS

STANDARD	MEASURES		INFORMATION SOURCE
	Day Care Center Group Day Care Home	Day Home (RFH, FDH, ADH)	
6. Activities (continued) Activities provide equivalent experiences for handicapped children. * After school programs must include four of the activities described in A - G daily, and all within the week.	2. Daily activities are provided in the following areas: A. Creative expression. B. Positive self-concept. C. Social skills. D. Cognitive skills. E. Communication skills. F. Health/safety habits. G. Physical development.	2. Daily activities are provided in the following areas: A. Creative expression. B. Positive self-concept. C. Social skills. D. Cognitive skills. E. Communication skills. F. Health/safety habits. G. Physical development.	Daily plans, schedule of activities, observation.
7. Caregiver/Child Interaction Caregivers interact with children in a manner that fosters children's growth and development.	1. If negative interactions in the following situations are not observed, the standard is met: A. Caregivers encourage respect for self, property and rights of others. B. Caregivers communicate in a language and manner which children understand. C. Caregivers help each child to recognize and appreciate his or her own efforts and accomplishments. D. Caregivers recognize children's feelings and help children deal with those feelings. E. Caregivers express respect for and affection toward children. F. Caregivers provide for smooth transition from activity to activity.	1. If negative interactions in the following situations are not observed, the standard is met: A. Caregivers encourage respect for self, property and rights of others. B. Caregivers communicate in a language and manner which children understand. C. Caregivers help each child to recognize and appreciate his or her own efforts and accomplishments. D. Caregivers recognize children's feelings and help children deal with those feelings. E. Caregivers express respect for and affection toward children. Caregivers provide for smooth transition from activity to to activity.	Observation.

DAY CARE PROVIDER SERVICE DELIVERY STANDARDS

STANDARD	MEASURES		INFORMATION SOURCE
	Day Care Center Group Day Care Home	Day Home (RFH, FDH, ADH)	
B. Physical Environment The provider and/or agency ensures that the indoor and outdoor environment contains equipment and materials which the children can act upon to meet their developmental needs. The equipment and materials must allow equivalent experiences for handicapped children.	1. At least one item from each of the following categories must be provided for each infant 0-11 months: A. Soft, washable toy animals and dolls B. Colorful mobiles, pictures, large picture books, and mirrors. C. Cradle gyms; plastic cardboard or washable cloth blocks; stacking, drop-in, pull or push toys D. Rattles, other musical toys, or tape or record players. 2. For children 12 months and older, equipment and materials are accessible in at least the following interest areas: A. Blocks. B. Dramatic play. C. Manipulative. D. Stories/language. E. Large muscle activities. F. Music. G. Art. H. Nature/science. Equipment and materials which allow for equivalent experiences for school age children are provided in Appendix 2.	1. Indoor environment is well lit, well ventilated, and allows child proof space for children to play. 2. Play equipment and materials are arranged within a child's reach so children may select and return the items easily. 3. The equipment and materials are sufficient in quantity and are appropriate for the developmental levels of the children for which they are intended. (See Appendix 1 for Day Home Equipment and Materials List.) 4. Equipment and materials are complete, in good repair and clean.	Observation.

STANDARD	MEASURES Day Care Center Group Day Care Home	 Day Home (RFH, FDH, ADH)	INFORMATION SOURCE
8. Physical Environment (continued)	3. Equipment and materials are complete, in good repair and clean.		
	4. A minimum of 30 square feet of playroom space is allowed for each child in the group. This must include at least 100 square feet of open space free of any type of furniture for groups of infants 0-11 months.		
9. Health and Safety The caregiver and/or agency staff insure that children are not exposed to health and safety hazards or allowed to create them.	1. The facility has a plan which includes provisions for performing daily health checks and for reporting child/abuse neglect as required by the Texas Family code, Section 34.01.	1. The facility has a plan which includes provisions for performing daily health checks and for reporting child/abuse neglect as required by the Texas Family code, Section 34.01	Facility documentation, interview, observation.
	2. The plan is shared with staff.	2. The plan is shared with agency caregivers.	
	3. Children are checked upon arrival for any signs of illness or injury and evidence of possible abuse or neglect.	3. Children are checked upon arrival for any signs of illness or injury and evidence of possible abuse or neglect.	
	4. The caregiver stops children who are engaged in unsafe activities.	4. The caregiver stops children who are engaged in unsafe activities.	
	5. Caregivers suggest and demonstrate ways for children to help maintain a safe environment.	5. Caregivers suggest and demonstrate ways for children to help to maintain a safe environment.	
	6. Caregivers do not allow childen to share food, eating or drinking utensils.	6. Caregivers do not allow children to share food, eating or drinking utensils.	

DAY CARE PROVIDER SERVICE DELIVERY STANDARDS

STANDARD	MEASURES		INFORMATION SOURCE
	Day Care Center Group Day Care Home	Day Home (RFH, FDH, ADH)	
9. Health and Safety (continued)	7. Areas for diapering are separate from food prepara- areas. 8. When transported, each child under four years old is properly restrained in an infant carrier or seated in a child seat that is a dynamically crash-tested child passenger restraint device manufactured according to federal standards.	7. Areas for diapering are separate from food preparation areas. 8. The caregiver, family, and substitute have a current TB test according to the specifications of the local health department. 9. There is a current approved health and fire inspection on file. Where fire and health departments do not perform this service, check is done by DHR staff or an agency in the in the region. 10. When transported, each child under four years old is properly restrained in an infant carrier or seated in a child seat that is a dynamically crash-tested child passenger restraint device manufactured according to federal standards.	
10. Nutrition/Meal Time Meals and snack times are pleasant experiences which contribute to children's acceptance of a variety of food, conversational skills, proficiency in feeding themselves and general dining etiquette.	1. Meals are served to children seated in small groupings with caregivers.	1. Meals are served to children seated in small groupings with caregivers.	Observation.
	2. Initial servings are small, drinks offered with food, and seconds are available.	2. Initial servings are small, drinks offered with food, and seconds are available.	Observation.
	3. Children are not hurried to finish eating, and are allowed to engage in conversation during meal time.	3. Children are not hurried to finish eating, and are allowed to engage in conversation during meal time.	Observation.

STANDARD	MEASURES Day Care Center Group Day Care Home	 Day Home (RFH, FDH, ADH)	INFORMATION SOURCE
10. Nutrition/Meal Time (continued)	4. Menus are planned, posted and shared with parents.	4. Menus are planned, posted and shared with parents.	Menus, observation.
Day homes must serve nutrious meals as described in Appendix II.	5. Children are given the opportunity to feed themselves consistent with their developmental levels.	5. Meals served meet the requirements described in in Appendix II.	Observation, menus.
11. Parental Involvement The facility/home encourages participation of parents in the program and communicates to parents information about their child's adjustment/development.	1. The facility's written policies describe: A. Hours and days of operation. B. Child health policies. C. Fees. D. Complaint procedures. E. Meal service. F. Discipline. G. Clothing. H. Absences. I. Parent conferences.	1. The day home/agency completed Day Home Policy Agreement, DHR Form ________ [form developed to cover these areas]	Facility Policy Statement DHR Form
	2. The facility maintains a parent bulletin board with current menus and activity notices.	2. The day home maintains a designated area/areas where daily schedules and emergency notices are available to parents.	2. Bulletin board, observation.
	3. The facility invites parents to participate through one or more of the following ways:	3. The FDH agency shares each child's progress with parent on an ongoing basis and documents child's progress semi-annually.	Inteview, observation.
	A. Open invitations in policy statements. B. Periodic invitations for special occasions or events. C. Parent meetings.	4. The home provides opportunities for parents to participate through one or more of the following ways.	

DAY CARE PROVIDER SERVICE DELIVERY STANDARDS

STANDARD	MEASURES Day Care Center Group Day Care Home	MEASURES Day Home (RFH, FDH, ADH)	INFORMATION SOURCE
11. Parental Involvement (continued)	D. Sharing information about each child's adjustment with parents. E. Parent participation work days. F. Other.	A. Visit the home. B. Periodic invitations for special occasions or events. C. Invite parents occasionally to have lunch with children. D. Planning an open house. E. Other participation.	
	4. The facility explains how it communicates with parents who have limited ability to understand standard English.		Interview.

APPENDIX V
Day Care Service Control
Training Agenda

Tuesday September 24, 1985

10:00-10:30 Opening Session

- Welcome and Introductions
- Background & Purpose of Project
- Role of DHS staff

10:30-11:30 Overview of the Process

- Portfolios
- Standards
- Instruments
- Information Sources
- Schedule for Onsite Visits

11:30-1:00 Lunch

1:00-3:00 Data Collection Instruments and Reporting

3:00-3:15 Break

3:15-3:45 Interviewing Techniques

3:45-5:00 Licensing Compliance

Wednesday September 25, 1985

8:30-9:30 Staff Training

- What Constitutes Training
- Continuing Education Units
- Reading Transcripts

9:30-10:30 Personnel Records

10:30-10:45	Break
10:45-11:45	Training in Use of the Instrument ° Video Tapes, Personnel Records Training Plans, Schedule of Activities & Lesson Plans ° Completion of Instrument . ° Discussion
11:45-1:00	Lunch
1:00-5:00	Training in Use of the Instruments-Cont.

Thursday September 26, 1985

8:30-9:00	Unresolved Questions from Previous Day
9:15-12:00	Reliability Check
1:00-4:00	Reliability Check
4:00-5:00	Reporting and Wrap Up
5:00	Adjourn

APPENDIX VI-A

Class 5532
Pay Group 13

CHILD DEVELOPMENT SPECIALIST III

GENERAL DESCRIPTION

Performs duties related to assessment of the quality of day care services purchased by the Department; confers with day care facility officials on matters of Federal standards. Seeks to improve cooperative efforts of individuals and community civic groups in stimulating interest in understanding of children and their needs; promotes maximum visibility of cooperative programs. Serves as a training resource concerning child care and development toward the continual improvement of the quality of child care. Assists in coordinating the delivery of day care services.

EXAMPLES OF WORK PERFORMED

Assists in developing contracts and agreements for the purchase of day care services for children.

May assist provider agencies in thinking through program objectives and planning and developing their programs.

Certifies family day home systems of multiple child care centers under a single administration meeting Texas Quality Child Care Requirements.

Evaluates and recommends approval or disapproval of program quality of a provider's services for DHR purchase.

Initiates, facilitates, and coordinates training opportunities for day care personnel in the region, including evaluation and approval regarding the appropriateness of the contractual training plans for the individual provider.

May assist in the development and stimulation of interest in any child care service or program.

Communicates with other Department staff relative to their particular areas of responsibility related to purchased day care services.

Maintains or supervises the maintenance of a recording system relative to purchase of day care service provider facilities.

Arranges for the compiling, updating, and distribution of a list of local facilities which have met the Department's purchasing requirements.

May determine the payment rate consistent with DHR policies for services delivered through provider agreements.

Develops and identifies resources for day care personnel, such as printed information, free and inexpensive materials available in the community.

Serves as a resource to Department staff and day care personnel by providing technical assistance or consultation by planning and/or providing training programs relative to child growth, health, development, and care.

Plans with other Department staff for meeting the training needs of clients such as day care directors, WIN mothers, and foster parents.

Is available for review and evaluation of child care program with State and Federal staff.

Performs other duties as assigned.

MINIMUM QUALIFICATIONS

Education and Experience

Master's degree from an accredited four-year college or university with major work in child development, early childhood education, special education, child psychology, educational psychology, elementary education, or home economics with emphasis in child development.

OR

Graduation from an accredited four-year college or university with major work in child development, early childhood education, special education, child psychology, educational psychology, elementary education, or home economics with emphasis in child development, plus one year of full-time experience in child development programs, Head Start, day care, nursery school, kindergarten, child care licensing, special education, social service work with young children, or other closely related work with children 0 through 5 years of age. Possession of a Child Development Associate Credential may be substituted for the required year of experience.*

OR

Graduation from an accredited four-year college plus two years of full-time experience as specified above. Possession of a Child Development Associate Credential may be substituted for one year of the required experience.*

One additional year of the specified experience may be substituted for one year (30 semester hours) of college work, with a maximum substitution of two years.

*As defined by the Office of Child Development of the Department of Health, Education, and Welfare, the CDA is a person especially prepared to relate and to work with preschool children and capable of providing worthwhile experiences for them. The CDA will be able to assume full responsibility for the daily activities of a group of young children in day care centers, Head Start programs, private nursery schools, and other preschool programs.

KNOWLEDGE, SKILLS, AND ABILITIES

Knowledge of child development theory and psychologically sound practices for caring for children in group settings.

Ability to plan and develop evaluative and consultative services in the areas of child development and day care services for children.

Ability to work with and relate to children in a group setting.

Ability to plan, coordinate, evaluate, and participate in training of day care personnel in such areas as child growth and development, nutrition for children, caring for children in groups, health, and safety.

Ability to present ideas and factual data in a clear, concise manner orally and in writing to both professional and lay groups, exercise professional judgment, relate constructively to others, and work creatively within Department structure and as a team member with others in the Department and the community.

Ability to evaluate child care practices and environments to determine whether they are safe, healthy, and supportive to child growth and development.

Class 5533
Pay Group 15

CHILD DEVELOPMENT SPECIALIST IV

GENERAL DESCRIPTION

Works under general supervision. Performs moderately advanced work related to assessment of the quality of day care services purchased by the Department; confers with day care facility officials on matters of Federal standards. Seeks to improve cooperative efforts of individuals and community civic groups in stimulating interest and understanding of children and their needs. Performs related administrative duties.

EXAMPLES OF WORK PERFORMED

Assists region in planning and coordinating the delivery of day care services.

Assists in developing contracts and agreements for the purchase of day care services for children.

May assist provider agencies in establishing program objectives and planning and developing their programs.

May monitor and assess day care facilities relative to service quality and requirements.

Evaluates and approves or disapproves the program quality of a provider's services for DHR purchase.

Initiates, facilitates, and coordinates training opportunities related to day care and child development, including evaluation and approval regarding the appropriateness of the contractual training plans for individual provider and providers of multiple services.

May assist in the development and stimulation of interest in any child care service or program.

Communicates with other Department staff relative to their particular areas of responsibility related to purchased day care services.

Maintains or supervises the maintenance of a recording system relative to purchase of day care service provider facilities, including the provision of up-to-date information regarding those local facilities which have met the Department's purchase requirements.

May determine the rate to be paid for specified types of care through use of approved rate of payment guides.

May evaluate the quality of care offered by the provider through visits or other contacts as needed.

Develops and identifies resources for day care personnel, such as printed materials, free and inexpensive materials available in community, professional training opportunities through community colleges and Child Development Associate programs.

Serves as a resource to Department staff and day care personnel by providing technical assistance or consultation by planning and/or providing training programs relative to child growth, health, development, and care.

Plans with other Department staff for meeting the training needs of clients, such as day care directors, WIN mothers, and foster parents.

Is available for review and evaluation of child care programs with State and Federal staff as needed.

Coordinates Department training/consultation services with Head Start and other child development programs in the region.

Performs other duties as assigned.

MINIMUM QUALIFICATIONS

Education and Experience

Master's degree from an accredited college or university with major work in child development, early childhood education, special education, child psychology, educational psychology, elementary education, or home economics with emphasis in child development, plus one year of full-time experience in child development programs, Head Start, day care, nursery school, kindergarten, child care licensing, special education, social service work with young children or other closely related work with children 0 through 5 years of age. Possession of a Child Development Associate Credential may be substituted for the required year of experience.*

OR

Bachelor's degree from an accredited college or university with major work in child development, early childhood education, special education, child psychology, educational psychology, elementary education, or home economics with emphasis in child development, plus two years of full-time experience as specified above. Possession of a Child Development Associate Credential may be substituted for one year of the required experience.*

OR

Graduation from an accredited four-year college plus three years of full-time experience as specified above. Possession of a Child Development Associate Credential may be substituted for one year of the required experience.*

One additional year of the specified experience may be substituted for one year (30 semester hours) of college work, with a maximum substitution of two years.

*As defined by the Office of Child Development of the Department of Health, Education, and Welfare, the CDA is a person especially prepared to relate to and work with preschool children and capable of providing worthwhile experiences for them. The CDA will be able to assume full responsibility for the daily activities of a group of young children in day care centers, Head Start programs, private nursery schools, and other preschool programs.

KNOWLEDGE, SKILLS, AND ABILITIES

Knowledge of child development theory and psychologically sound practices for caring for children in group settings.

Ability to plan and develop evaluative and consultative services in the areas of child development and day care services for children.

Ability to work with and relate to children in a group setting.

Ability to plan, coordinate, evaluate, and participate in training of day care personnel in such areas as child growth and development, nutrition for children, caring for children in groups, health, and safety

Ability to present ideas and factual data in a clear, concise manner orally and in writing to both professional and lay groups, exercise professional judgment, relate constructively to others, and work creatively within Department structure and as a team member with others in the Department and the community.

Ability to evaluate child care practices and environments to determine whether they are safe, healthy, and supportive to child growth and development.

LP

02/27/86

APPENDIX VI-B

PRE-PROCESSING INSTRUCTIONS
DAY CARE CENTERS AND GROUP DAY HOMES SURVEY

1. Ideally, pre-processing codes should be written in red.

2. A sequentially-assigned document control number must appear in the upper right-hand corner of page 1, as a three-digit number. If such a number does not yet appear on the document, check with Glenn Larrimore for a document control number assignment.

3. At the bottom of page 1 (item 19), convert the hours and minutes (or hours and fraction of hour) to total minutes in data collection. Write the total minutes just to the right of the original response blank.

Examples: 06.2 = 6.2 x 60 = 372
06.30 = (6 x 60) + 30 = 390

4. Tally the number of standards with which the facility is currently out of compliance (page 2, item 21). Record the number of areas of noncompliance in the margin to the right of the item 21 response box. (If the facility is currently in compliance with all standards, record a zero for the number of areas of noncompliance.)

Example: 4300.2.c 4300.2.d 5100 = 2

5. Tally the number of standards with which the facility was out of compliance in the last calendar year (page 2, item 22). Record the number of areas of noncompliance in the margin to the right of the item 22 response box. (If the facility was in compliance with all standards in the last calendar year, record a zero for the number of areas of noncompliance.)

Example: 4300.2.c 4300.2.d 5100 = 2

6. For page 3-4, item 32, calculate the average years of school completed by caregivers and record the average (accurate to two decimal positions) in the blank space just below the column for years of school completed on page 4.

- o Years entries are to be rounded to whole numbers before they are averaged. If the unrounded decimal entry ends in .5, round up to the next highest whole number where the number to the left of the decimal is even, and round down where the number to the left of the decimal is odd. (E.g., 4.5 rounds to 5, and 3.5 rounds to 3.)

- o To average, sum the years of schooling for all caregivers reported in the column, and divide the sum by the number of caregivers whose years of experience were reported in the column.

7. For page 3-4, item 32, calculate the average years of paid child care experience for caregivers. Record the average (accurate to two decimal positions) in the blank space just below the column for years paid child care experience on page 4.

- o Years entries are to be rounded to whole numbers before they are averaged. If the unrounded decimal entry ends in .5, round up to the next highest whole number where the number to the left of the decimal is even, and round down where the number to the left of the decimal is odd. (E.g., 4.5 rounds to 5, and 3.5 rounds to 3.)

- o To average, sum the years of paid experience for all caregivers reported in the column, and divide the sum by the number of caregivers whose years of experience was reported in the column.

- o For this item, zeroes should be averaged in for those caregivers with no years of paid experience.

8. Two coding operations are to be performed for the data on number of years of experience as a lead teacher supervised by a degreed/credentialed person (item 32, page 3-4).

   a. Count the number of caregivers showing any experience as a lead teacher (i.e, having a non-zero entry in the column). Record the number beneath the column for number of years of experience as a lead teacher on page 4. Remember to leave enough space to the right of this entry, still under the column, for recording the average years of lead teacher experience, which will be computed next.

   b. Calculate the average number of years of experience as a lead teacher, including in the average only those caregivers with an entry greater than zero in the column. As for the other averages computed for this matrix, round the numbers of years to whole numbers before calculating the average. Record the average, accurate to two decimal places, to the right of the entry for number of caregivers showing some experience as a lead teacher, in the space below the lead teacher experience column on page 4.

9. Two coding operations are also to be performed for the data on number of semester credit hours in child development or early childhood (item 32, page 3-4).

a. Count the number of caregivers showing any semester credit hours in child development or early childhood (i.e, having a non-zero entry in the column). Record the number of caregivers beneath the column for number of semester credit hours on page 4. Remember to leave enough space to the right of this entry (under the same column) for recording the average number of credit hours, which will be computed next.

b. Calculate the average number of semester credit hours in child development or early childhood, including in the average only those caregivers with an entry greater than zero in the column. Record the average, accurate to two decimal places, to the right of the entry for number of caregivers showing some semester credit hours, beneath the credit hours column, on page 4.

10. Code the information in the field of study/credential column (item 32, page 3 - 4) for highest level of education attained. (You will also be coding this information for field of study or area of credential in step 11.)

a. Code the highest level of education attained by each caregiver according to the following codes:

1 = High school education or GED or less.
2 = Some college.
3 = Associate degree (or similar 2-year credential.)
4 = Bachelors degree.
5 = Masters degree or higher.
6 = Missing information.

b. Write the code number for each caregiver in the margin just to the right of the appropriate matrix cell.

c. In the area under the field of study/credential column, to the extreme left, write in the shell for a level of education tally summary:

1 =
2 =
3 =
4 =
5 =
6 =

d. Tally the number of caregivers receiving each code and enter the tally result in the shell prepared as step c. (Be sure to enter zeroes for any code values not encountered for caregivers on the instrument being coded.)

Example: Of the 5 caregivers appearing in the matrix, three show high school or less levels of education, one has an associate degree, and one has a bachelor's degree. The tally summary appears as follows:

1 = 3
2 = 0
3 = 1
4 = 1
5 = 0
6 = 0

11. Code the information in the field of study/credential column (item 32, page 3 - 4) for field of study or area of credentialing.

a. Code the field of study or area of credentialing for each caregiver according to the following codes:

1 = Early childhood or child development.
2 = Elementary education.
3 = Secondary education.
4 = Home economics, psychology, sociology, or social work.
5 = Medical specialty (e.g., nursing, paramedic, premed).
6 = Business.
7 = High school child development study.
8 = Other (liberal arts, art, music, etc.)
9 = None noted.

b. **Write the code number for each caregiver to the extreme right of the margin beside the appropriate matrix cell.**

c. In the area under the field of study/credential column, to the extreme right, write in the shell for a field of study or area of credentialing tally summary:

1 =
2 =
3 =
4 =
5 =
6 =
7 =
8 =
9 =

d. Tally the number of caregivers receiving each code and enter the tally result in the shell prepared as step c. (Be sure to enter zeroes for any code values not encountered for caregivers on the instrument being coded.)

Example: Of the 5 caregivers appearing in the matrix, three showed high school or less levels of education, based on years of school of 12 or less. Of these three, 2 had an entry of '- ' in the column for field of study or credential, and one had an entry of 'HECE,' (a child development high school course). The other two caregivers entries were 'TYC' (meaning Teacher of Young Children certificate) and 'Elem. Ed.'. The tally summary appears as follows:

1 = 1
2 = 1
3 = 0
4 = 0
5 = 0
6 = 0
7 = 1
8 = 0
9 = 2

12. Glance through the remainder of the survey instrument looking for any anomalies which you think would be troublesome in either analysis of keypunch. Where necessary, go to Marian Monroe or Lee Poynor to figure out how to make an appropriate correction.

✓

DAY CARE SERVICE CONTROL

DOCUMENT CONTROL LOG

DOCUMENT CONTROL NUMBER	IDENTIFICATION INFORMATION	CODED INITIALS	SENT FOR KEY ENTRY DATE	RETURNED KEY ENTRY DATE

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APPENDIX VI-C

Day Care Service Control Pilot
Comparison of Weighted and Unweighted Data

Four tables were randomly selected from the appendices in the Day Care Pilot Study to illustrate how the weights affect the data. The weighted data are enclosed in parentheses directly below its corresponding unweighted data.

Example 1: Table 72

Characteristics	BDC	CDC	PAC	OTH	TOTAL	%
All	16 (13.48)	13 (9.42)	1 (1.22)	0 (0)	30 (29.12)	6.4% (6.25%)
Some	61 (70.47)	87 (63.03)	18 (22.00)	1 (0.59)	167 (156.09)	35.8% (33.52%)
None	108 (124.76)	80 (57.96)	78 (95.33)	4 (2.37)	270 (280.42)	57.8% (60.22%)

Comparison of Weighted and Unweighted Data
April 28, 1987
Page 2

Example 2: Table 95

Age Group	BDC		CDC		PAC		OTH		Total		% Group Out of Compliance
	Out C*	Group	Out C	Group	Out C	Group	Out C	Group	Out C	Group	
0-11 mths.	19 (21.95)	69 (79.71)	15 (10.87)	69 (49.99)	8 (9.78)	68 (83.11)	1 (0.59)	1 (0.59)	43 (43.19)	207 (213.40)	20.8% (20.24%)
12-17 mths.	13 (15.02)	73 (84.33)	6 (4.35)	71 (51.44)	4 (4.89)	45 (55.00)			23 (24.26)	189 (190.77)	12.2% (12.72%)
18-35 mths.	9 (10.40)	220 (254.14)	6 (4.35)	224 (162.29)	4 (4.89)	157 (191.89)	1 (0.59)	3 (1.78)	20 (20.23)	604 (610.10)	3.3% (3.32%)
3-5 yrs.	5 (5.78)	388 (448.22)	4 (2.90)	389 (281.83)	1 (1.22)	261 (318.99)	2 (1.18)	4 (2.37)	12 (11.08)	1042 (1051.41)	1.2% (1.05%)
6 Yrs. or older	16 (18.48)	169 (195.23)	2 (1.45)	76 (55.06)	1 (1.22)	71 (86.78)			19 (21.15)	316 (337.07)	6.0% (6.27%)

* Out C = Out of Compliance

Example 3: Table 122

Characteristics	BDC	CDC	PAC	OTH	Total	%
Yes	91 (105.12)	76 (55.06)	65 (79.44)	3 (1.78)	235 (241.40)	88.7% (89.09%)
No	13 (15.02)	10 (7.25)	5 (6.11)	2 (1.18)	30 (29.56)	11.3% (10.91%)

The difference between the weighted and unweighted data varies for each set of values. In order to ensure that the weighted and unweighted values do not differ to a great extent, and that the sample statistics are still reasonably representative of the population parameters, I performed a confidence interval test on the weighted sample statistics. The following table describes the upper and lower limits computed on a 95% confidence interval.

Example 1: Table 72

Unweighted %	Weighted %	Lower Limit %	Upper Limit %
6.4	6.25	4.21	8.82
35.8	33.52	29.20	37.96
57.8	60.22	55.48	64.56

Example 2: Table 95

Unweighted %	Weighted %	Lower Limit %	Upper Limit %
20.8	20.24	15.01	26.21
12.2	12.72	8.22	18.12
3.3	3.32	2.01	5.02
1.2	1.05	0.52	1.86
6.0	6.27	3.90	9.37

Example 3: Table 122

Unweighted %	Weighted %	Lower Limit %	Upper Limit %
88.7	89.09	84.57	92.41
11.3	10.91	7.59	15.43

Example 4: Table 181

Unweighted %	Weighted %	Lower Limit %	Upper Limit %
88.6	88.98	85.95	91.58
11.4	11.02	8.42	14.05

For all the values in the 4 tables, the weighted % and the unweighted % lie between the lower and the upper limits, indicating that one can infer with a 95% confidence that the sample statistics is somewhat representative of the population.

MEMORANDUM

TEXAS DEPARTMENT OF HUMAN SERVICES

SUBJECT: Day Care Sample Sizes

TO:
Margaret Kaylor, Director
Systems Integration Section
Administrative Management
Resources Division
State Office, 524-E

FROM:
Sylvia Gomez
Research Design Specialist
Technical Resources Section
Organization Development Division
State Office, 503-E

DATE: March 26, 1986

At the March 18, 1986 meeting to discuss the Day Care Service Control System pilot, you requested information on how the Day Care sample was drawn. In response, the following are attached:

1) A copy of my February 26, 1985 memorandum to Leo Herrera,
2) A chart of estimated sample sizes for three confidence levels (95%, 90% and 85%),
3) A handwritten note on actual sample sizes.

Three options for grouping facilities were considered. They were:

1) all facilities,
2) a. POS Contract
   b. Broker
   c. Agreement
3) each group in #2 further divided into DCC/GDH and AH/RFH.

Leo and I worked with Charles Martin and Rosie Johnson throughout the entire sampling process, and with Ric Cavazos and Marion Monroe at various stages of the process.

The following six strata were selected by program staff:

		Population	Sample Size	Sample Size +10%
POS Contract:	DCC/GDH	275	160	175
POS Contract:	AH/RFH	205	134	148
Broker:	DCC/GDH	253	153	169
Broker:	AH/RFH	58	51	58
Agreement:	DCC/GDH	348	183	202
Agreement:	AH/RFH	89	73	89
		1228	754	842

AN EQUAL OPPORTUNITY EMPLOYER

Sample sizes were computed so that results could be reported at each strata level with 95% confidence and worst case results (largest variation). Then a 10% over sample was included to allow for dropped contracts.

Please note that because the population of facilities changed during the sampling process, actual sample sizes may vary slightly from my numbers.

If I can be of further assistance, please let me know.

Sylvia Gomez

Sylvia Gomez

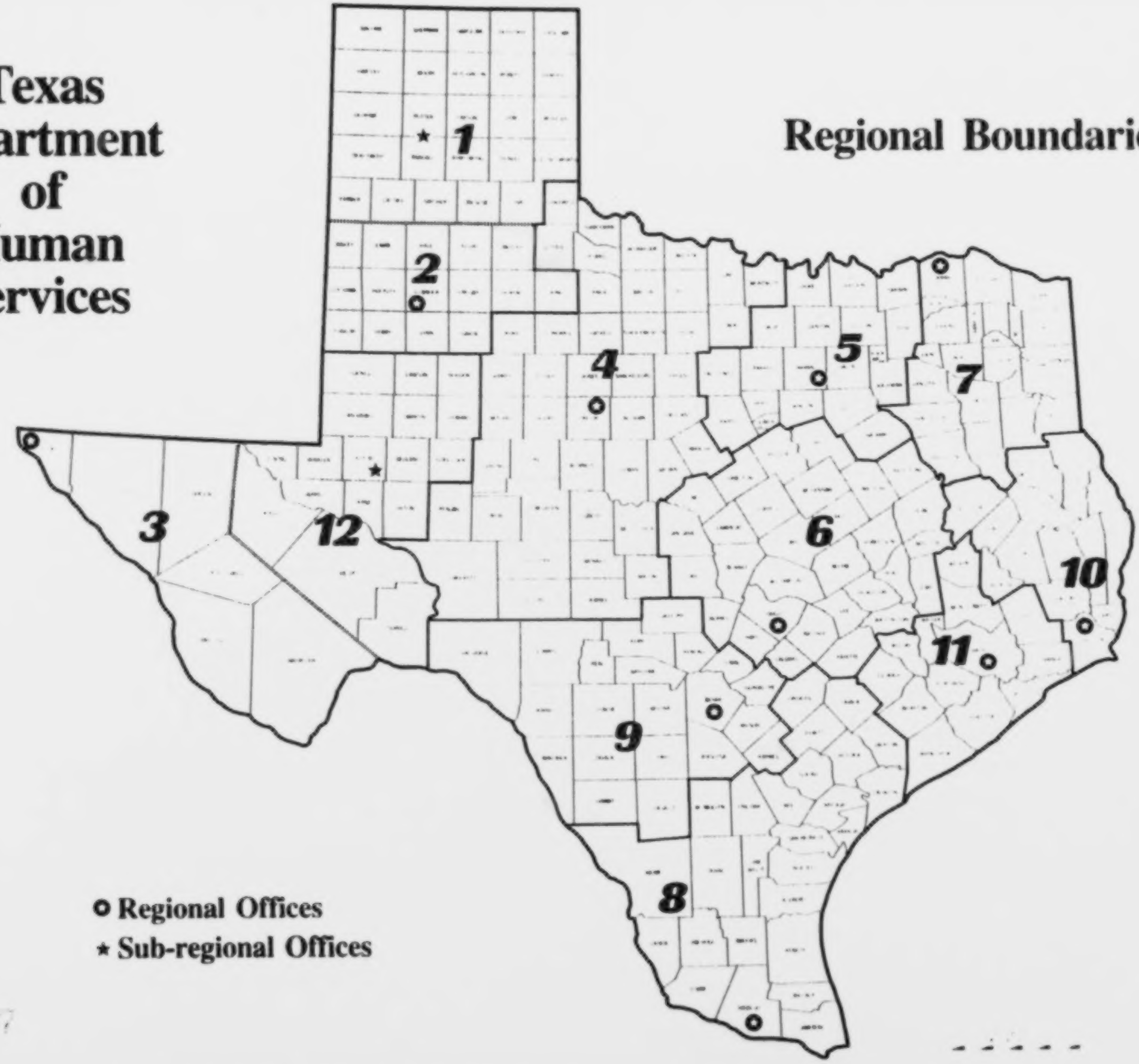
SCG:ctv

Attachment

cc: Bob Ambrosino, 524-E
Ric Cavazos, 524-E
Janet Grigar, 524-E
Leo Herrera, 506-E
Glenn Larimore, 524-E
John Lindell, 524-E
Marian Monroe, 524-E
Lee Poynor, 524-E
Tommy Rand, 506-E
Don Warren, 503-E

Texas Department of Human Services

Regional Boundaries


1
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○ Regional Offices
★ Sub-regional Offices

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